



Co-funded by
the European Union



INSTITUT D'EDUCACIÓ SECUNDÀRIA
C/FOTÒGRAF ISMAEL LATORRE, s/n
46230 ALGINET(VALENCIA)
+34 96 171 90 90 - SPAIN

Educational Inclusion and Emotional Well-Being.

CONNECTED MINDS, UNITED ACTIONS

Project Reference Number: 2025-1-RO01-KA220-SCH-000353700

Activity 2.2. Inclusive classroom strategies- Internacional online seminar

Expert: Mercedes García-Bermejo Blanca

Funded by the European Union. The views and opinions expressed are those of the author(s) and do not necessarily reflect those of the European Union or the Erasmus+ Romania Education / Training National Agency. Neither the European Union nor the Erasmus+ Romania Education / Training National Agency can be held responsible for them.



Emotional Well-being: The Starting Point for Inclusive Education

Emotional well-being is a dynamic state in which a person is mentally and physically sound, influenced by education and environment. It is the fundamental basis for building a truly inclusive school.



What Defines an Emotionally Healthy School?



Safety and Respect

Pupils feel safe, valued, and respected at all times.



Active Participation

Significant participation in the academic and social life of the centre.



Personal Development

Development of self-esteem, self-efficacy, and personal autonomy.



Positive Relationships

Stable relationships and a sense of belonging to the centre.

When these conditions are met, well-being becomes a driving force for learning, coexistence, and inclusion.

Inclusive Education: A Shared Right

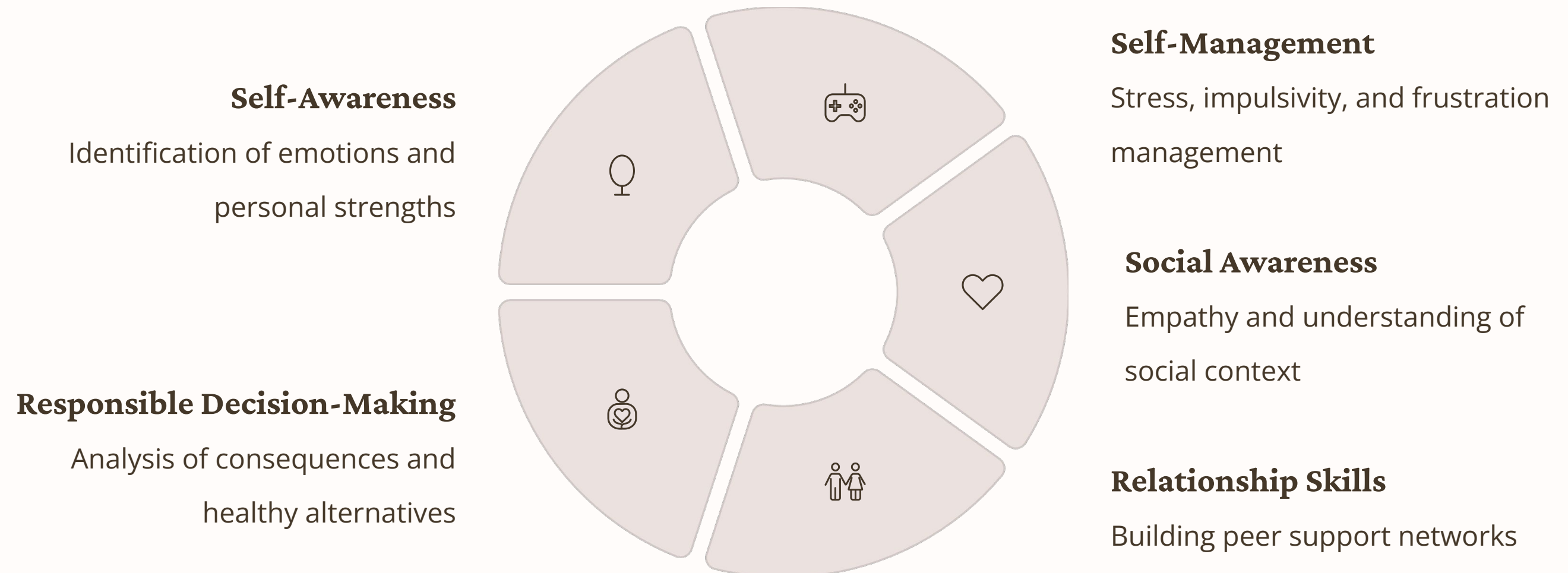
Inclusion means that everyone can learn and participate in an environment that removes barriers and promotes opportunities. It is a shared effort among the school, family, community, and the pupils themselves.

This is where Social-Emotional Learning (SEL) becomes indispensable.



The CASEL Model: Systemic Framework for Inclusion

A systemic, preventative, and Socio-Emotional Learning (SEL) based approach can reduce the risk of emotionally maladjusted behaviours.





Key Competencies to Prevent Behavioural Disorders

01

Self-awareness

Fosters emotional identification and expression. Reduces the difficulty for vulnerable pupils to verbalise distress, preventing risky behaviours.

02

Self-management

Strategies for managing stress and impulsivity. Crucial for students who resort to self-harm as emotional regulation.

03

Social Awareness

Promotes empathy and understanding. Reduces exclusion, taunting, and bullying, risk factors associated with emotional distress.

04

Relationship Skills

Supports peer support networks, improves teacher-student relationships, and facilitates asking for help.

05

Responsible Decision-Making

Ability to analyse consequences, seek help, and evaluate healthy alternatives in extreme situations.

Scientific Evidence: Why Invest in Well-being?

Research is clear: Social and Emotional Learning (SEL) and emotional well-being generate profound benefits for the entire educational community.

Improved Performance

Well-implemented programmes significantly improve academic outcomes.

Preparation for Life

Predicts higher graduation rates, stable employment and improved ability to face challenges.

Reduced Problems

Fosters safe environments, reduces bullying and increases the sense of belonging.

Emotional well-being → improved coexistence → greater inclusion → better learning

The Centre's Emotional Wellbeing Plan

Transforming the school culture

Moving from isolated actions to a Centre's Emotional Wellbeing Plan, integrated into the Educational Project.



Shared Vision

The entire community defines how it wants to be an inclusive and emotionally healthy centre.



Contextualisation

Each school starts from its own reality: needs, resources, barriers, and internal culture.



Long-Term Implementation

A process of cultural transformation, not an annual project.



Community Dimension

Connection with municipal services, associations, and social agents.



Continuous Improvement



Practical Interventions from the CASEL Model

1

In the Classroom

- Daily social-emotional routines (emotional thermometer, journal)
- Restorative practices after conflicts
- Emotional regulation activities (breathing, mindful pause)
- Cooperative methodologies that strengthen bonds

2

At a Centre Level

- Wellbeing Plan integrated into the Educational Project
- Welcoming protocols and safe spaces
- Comprehensive coexistence management based on dialogue
- Teacher training in adult SEL

3

With Families

- Family schools focused on emotional communication
- Informative meetings on SEL and mental health
- Guidance on warning signs

4

With the Community

- Coordination with social and health services
- Community activities that strengthen the support network
- Service-learning projects



The 10 CASEL Indicators for Inclusive Centres

A guide to ensuring systemic and high-quality implementation:

- 1 **Explicit SEL instruction**
- 2 **SEL integrated into academic teaching**
- 3 **Student participation and voice**
- 4 **Supportive climate in classroom and centre**
- 5 **Adult SEL**
- 6 **Integrated management of equality and coexistence**
- 7 **SEL integrated into support systems**
- 8 **Genuine family participation**
- 9 **Partnerships with community agents**
- 10 **Systems for continuous improvement**

These indicators ensure that SEL is not an "add-on," but the framework from which inclusion is built.



Towards a Humanist, Safe, and Inclusive School

Emotional well-being is not an add-on, but **the foundation of learning and inclusion.**

A school that nurtures emotions transforms lives, reduces inequalities, and ensures that every pupil can develop their life project in a safe, participative, and respectful environment.

□ *"When pupils feel safe and supported, they are truly prepared to learn."*

Working on educational inclusion through emotional well-being is not an option: it is an ethical responsibility, a legal obligation, and a pedagogical necessity.

Thank you very much.

