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# **Creating a Safe and Inclusive Learning Environment: The Synergy of Student Responsibility and Teacher Skills**

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## **ABSTRACT :**

Students' mental health, academic success, and general well-being depend on establishing a secure and welcoming learning environment. This study examines the value of teachers' abilities and students' cooperation in fostering a supportive learning environment. The study utilized a qualitative research design, relying on in-depth interviews with teachers and students from St Paul University San Miguel. The data were analyzed using thematic analysis, focusing on common themes and patterns across participants' responses. The results highlight the crucial role that both students and teachers play in promoting a safe and inclusive learning environment. The study concludes that the synergy between student responsibility and teacher skills is essential in fostering a positive school climate and a sense of ownership and accountability for positive behaviour toward others.

**Keywords:** student responsibility, teacher skills, safe and inclusive learning environment

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## **1. Introduction :**

Education is the social process of transferring experiences from one generation to the next through institutional training and self-activity, interest, habits, attitudes, acquiring knowledge, skills and abilities, and other intangible human traits. These are essential components of the transmission of civilization (Naziev, 2017). To establish holistic personal development and be valuable to both them and society, people need to be able to access a range of experiences. "The state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society," according to Article XIV, section 2 of the Philippine Constitution. Ensuring a secure and welcoming learning atmosphere benefits students' achievement and welfare. It requires shared collaboration between teachers and students by addressing diversity and equity, promoting effective communication, encouraging active listening, developing classroom management skills, fostering community, and encouraging student responsibility. Teachers and students can work together to create a positive and supportive learning environment. As a result, it can lead to better educational outcomes and promote academic excellence, personal growth, and societal progress. Establishing a safe and positive learning environment for effective teaching is essential. This is achieved by modelling good communication and providing examples among the learners. It is also critical to recognize respectful feedback or inquiry from the learners and celebrate their successes and learning opportunities (Clapper,2010). Teachers can create positive learning environments by maintaining a positive mindset, encouraging a welcoming classroom, trusting students, promoting collaboration, and more. Such environments can enhance student success and make learning more enjoyable and meaningful (Davis & Davis, 2022). Students must express their opinions without fear of emotional or psychological harm. Facilitators want learners to feel comfortable and know that their viewpoints are valued. Peers communicate positively by sharing their thoughts openly, listening attentively to others, and constructively challenging the ideas of others (Safe Learning Environments: Preventing and Addressing Violence in and Around School, 2023b). An inclusive learning environment emphasizes the need for ongoing efforts to provide equal and quality education, with good teaching quality, effective learning strategies, and collaboration with families and communities. They advocate for protecting children's rights, developing empowering curricula, promoting universal values, and investing in teachers' professional development to foster a healthy society (Mag et al.,2017). It is necessary to meet the needs of all learners, promote equity and diversity, and ensure academic success for every child. It requires committed and skilled teachers willing to learn and adapt their teaching strategies to engage and support every student (Cchicharo,2020). Furthermore, it emphasizes the significance of an inclusive classroom climate that supports all students, achieved through deliberate effort from instructors. Strategies for achieving inclusivity, such as clear expectations, diverse teaching materials, and accommodation for learning differences, are discussed. Effective communication, self-reflection, and continuous evaluation are essential in maintaining an inclusive classroom climate. In conclusion, creating and maintaining an inclusive classroom climate benefits students and promotes diversity in the learning community (Inclusive et al., 2021). Teachers must foster a positive learning culture, encourage diversity and justice, and approach teaching and learning as a community. Inclusivity promotes empathy, tolerance, and understanding in a larger society, making it an essential aspect of education (Unlu,2022). They are encouraging students to take responsibility for their learning. These strategies include allowing choice, minimizing teacher talk, encouraging goal setting and reflection, utilizing student-led conferences, catering to different learning styles, integrating technology, and focusing on learning rather than busy work. Students should take more responsibility for their learning by identifying important information in readings, taking notes, and completing necessary tasks. The author identifies three areas where students should take responsibility: learning, expediting learning and developing learning skills, and sharing responsibility for class setup and management. Teachers can support and facilitate learning, but students must take charge of their education,

which can increase student motivation and self-direction (Weimer,2019). It highlights the significance of creating a helpful learning environment that increases student responsibility and collaboration. The students considered themselves accountable for their learning and were motivated when given a clear understanding of the project's objectives. Supporting peer learning through collaboration and feedback was identified as vital as communication and collaboration (Ayish & Deveci,2019). The following classroom activities—clear communication from teachers, classroom discussions, constructive feedback, formative assessments, and metacognitive strategies—significantly impact students' achievement and depend heavily on their abilities. Ultimately, teachers should strive to view the learning process from the perspective of their students (Albert,2015). It underlines the importance of developing 21st-century teaching skills to boost student learning outcomes. The study found that training programs for teachers focusing on critical thinking, problem-solving, collaboration, and communication substantially positively impacted students. This indicates the need for educational policies and practices to include 21st-century teaching skills, requiring continuous professional teacher development to match the changing requirements of students (Kim et al.,2019). Planning develops customized activities for learners, while classroom management fosters an engaging atmosphere, encouraging learners to stay motivated. Clear instructions help them perceive lesson objectives, and incorporating active learning techniques promotes learners to learn actively. Establishing a supportive classroom environment enables learners to remain on-task and engaged, while assessment for learning allows teachers to monitor and improve their teaching approaches (Rogers,2021).

Educators are essential in establishing a secure and welcoming classroom. They must possess the necessary skills and knowledge to handle various student behaviour, including bullying, discrimination, and harassment. Teachers also need to be aware of the negative impact of trauma on students' mental health and academic performance and provide support and guidance to those in need. In order to establish a secure and welcoming learning environment, teacher expertise and student accountability must work in concert. It enables students to develop a sense of ownership and accountability for their behaviour towards others and teachers to provide the necessary guidance and support to foster a positive school climate. Together, these efforts can help prevent negative behaviours and help students feel valued, supported, and respected. Establishing a secure and welcoming learning environment is crucial to ensuring students' wellbeing and academic achievement. The study explores the importance of the synergy of student responsibility and teacher skills in creating a safe and inclusive learning environment. A safe and inclusive learning environment requires the joint effort of students and teachers. However, both roles need to be more well-defined and how they interact to foster a positive school climate needs to be clarified. Notably, this study seeks to answer the following questions: 1. What are the characteristics of a safe and inclusive learning environment? 1.1 Clear expectations? 1.2 Positive relationships? 1.3 Cultural sensitivity? 1.4 Accessibility? 1.5 Feedback and Assessment? 1.6 Professional development? 2. What is the role of student responsibility in creating a safe and inclusive learning environment? 2.1. Respect 2.2 Empathy 2.3 Accountability 2.4. Acceptance 2.5. Feedback 2.6. Welcoming & Support 3. What are the necessary teacher skills to promote a positive school climate? 4. How do student responsibility and teacher skills work together to promote a safe and inclusive learning environment? 5. How can teachers promote student responsibility in the classroom? Safe Learning Environment Clapper (2010) concluded that establishing a safe learning environment is crucial for effective teaching. It highlights the term "linked outcome," wherein the facilitator needs to model good communication and provide examples among the learners. In addition, the facilitator will recognize respectful feedback or inquiry throughout the discussion provided by the learners, along with the errors in learning that are cause for celebration. Appreciate when the students get it right; if not, celebrate also because they can learn from their mistakes and errors. Furthermore, teachers can shape the direction and memories of formal and informal learning opportunities. Patience is essential in establishing a positive, safe learning environment, as some learners may come in with negative experiences. Modelling positive behaviours and communication is essential in changing the culture of learning. Getting it right from the beginning and playing it safe is crucial. A safe learning environment is vital for students as it allows them to explore complex issues and express their opinions without fears of emotional and psychological harm. Facilitators want their learners to express their ideas without threat, judgment, or prejudice by thinking their opinions matter. In a safe learning environment, Peers possess good discussion skills and listen attentively to one another. They share their thoughts openly and positively without making judgments. They create a sense of community and constructively challenge each other's ideas to further learning. Establishing an appropriate learning environment can encourage learners' engagement and help them work on complex subjects while feeling appreciated and respected. Conflict may arise for the learners, but an effective facilitator can help manage it with compassion, according to How to Ensure a Safe, Inclusive Classroom Environment| UNT Teaching Excellence Handbook, n.d. Savolainen's (2023) study revealed that good instruction, planning, and a positive working atmosphere are crucial for creating a safe environment. The school needs a risk-based comprehensive safety and security management system to meet compliance requirements and reduce risk. Risk assessment was seen as essential in creating a safe learning environment, and special needs learners were identified as a possible source of difficulty. Training was also underlined as a crucial element, and information and communication management were found to be essential elements in establishing a secure learning environment. Implementing a comprehensive approach to safety aimed at managing risk, providing training, allocating necessary resources, and having strong leadership can result in a more secure and protected academic setting. "It should be allocated enough resources to make the learning environment safe because it helps the organization to modify its risk management procedures as the world changes." Specifically, allocating sufficient resources is crucial for schools to adapt to changing risk management procedures and ensure a safe learning environment for all individuals, including those with special needs. To make safer learning settings for all students, UNESCO promotes preventing school violence in and through education. The engagement of various stakeholders within and outside of the education sector. This includes advocacy, technical and programmatic work, capacity building and support, knowledge management and dissemination, and monitoring and evaluation. UNESCO works to establish international partnerships and initiatives, develop global guidance and policy recommendations, equip teachers to address Violence and bullying and promote the sharing of valuable techniques and lessons learned between governments, researchers, and civil society across different countries. The goal is to foster safer learning environments for all learners and end school violence in all its forms. Davis and Davis (2022) stated, "Positive environments are essential in different areas of our lives, such as school, work, and home. Such environments create a positive and happy atmosphere for individuals, making them feel valued, supported, and included. Positive environments do not only promote happiness but also lead to increased productivity, creativity, and motivation". Additionally, creating a positive learning environment is crucial for teaching success, in-person or online. This environment can impact how well students engage with the material, retain information, and stay motivated to learn. Teachers can create such an environment by maintaining a positive mindset, encouraging a comfortable and welcoming classroom, trusting students, promoting collaboration, and more.

Inclusive Learning Environment Mag et al. (2017) state that every child has the right to an inclusive education in an era where financial crises are plaguing the world. It emphasized how inclusive education is necessary in all educational systems. It highlights the importance of inclusive education and the need for ongoing efforts to ensure that all children receive an equal and quality education. It revealed that the quality of teaching significantly impacts students' learning with efficient learning strategies, partnership with family and the local community, and continuous development of teachers. However, it highlighted areas that need improvement, including incoherence in reform application, insufficient support teachers, many children in the class, and inadequate material resources. Regardless of financial difficulties, children should always be treated with respect and have their rights upheld. Educational systems must improve by respecting children's needs, developing empowering curricula and pedagogy, and promoting universal values for peace, justice, and welfare. Professional development for teachers can contribute to a healthy society for children. Moreover, the importance of creating an inclusive classroom climate requires a deliberate effort from instructors to foster an atmosphere that supports all students. Various strategies are discussed, such as providing clear expectations, using diverse teaching materials, and accommodating learning differences. Effective communication, self-reflection, and continuous evaluation are crucial in creating a thriving, inclusive classroom climate. The article concludes that an intentional effort to create and maintain an inclusive classroom climate will benefit students and contribute to a vibrant and diverse learning community, according to *Inclusive Classroom Climate, 2021*. An inclusive learning environment considers the physical, academic, behavioural, and social aspects of learning. It promotes engagement, routine, inclusion, and positive behaviour while preventing or reducing difficulties. The setup of the environment is essential to successful learning outcomes, and it should be considered when planning learning. Adjustments should be made at different times for different learning opportunities. Moreover, an inclusive learning environment is about adapting to learners' diverse needs and actively promoting a positive and supportive atmosphere. It should foster a sense of belonging, respect, and openness. Teachers should encourage collaboration, dialogue, and active participation to ensure all learners are involved, motivated, and supported in achieving their goals. The physical layout of the environment should also be carefully considered to promote accessibility, safety, and comfort. Furthermore, teachers should be flexible and adaptable, willing to modify their approach and materials to accommodate learners' needs and strengths. Overall, according to *About Inclusive Learning Environment*, an inclusive learning environment is a dynamic and responsive setting that prioritizes the well-being and academic success of all learners. Additionally, according to Cchiario (2020), an inclusive learning environment differentiates instruction for all learners, addressing their various learning rates, ethnicities, and economic backgrounds. Inclusive instruction provides activities that meet the same standards with varied strategies and methods, benefiting both slower-learning and gifted students who benefit from enrichment activities. Additionally, it ensures progress for each student and reaches various learners, promoting equity and diversity. An inclusive learning environment ensures that every child can learn and reach their highest potential, regardless of their learning style or needs. It is student-centred and focused on finding different ways of teaching to engage every child in rigorous activities. Teachers must be open to continually learning about student needs and implementing instructional strategies to help each child learn. Inclusive learning environments help shape children's tolerance and acceptance of others and promote self-awareness and improvement. Overall, teachers support students' individual learning needs by recognizing that all students can learn. They comprehend the significance of providing a quality education for all learners and implement accommodations to help each child succeed academically. Unlu (2022) said that an inclusive classroom or school creates a supportive environment for all learners, including those with learning differences and gifted and talented learners, while promoting respect for diversity and cultural differences. To create a thriving, inclusive environment, open and honest discussions about differences are necessary, and everyone must feel valued and a part of the school community. By teaching the importance of inclusivity, we can create a more tolerant and understanding environment in the classroom and broader society. By cultivating an inclusive environment, teachers can establish a positive learning culture where everyone feels supported and valued and where success is attainable for all. This entails planning individualized learning opportunities, fostering a supportive peer culture, encouraging diversity and justice, having high expectations for every student, and approaching teaching and learning as a community. Beyond the classroom, inclusivity fosters empathy, tolerance, and understanding in larger society. Students Responsibility According to Ayish and Deveci (2019), it is critical to provide a nurturing learning atmosphere that empowers students to take ownership of their education, work together, and assist one another in their studies. It also underscores the value of project-based learning (PBL) as a practical approach to promoting student agency and engagement in their learning. The study aimed to investigate the perceptions of high school students on their responsibility for their learning and their peers' learning in a project-based learning (PBL) environment. It suggests that students perceived themselves as responsible for their learning and, when provided with a clear understanding of project goals, had a sense of ownership and choice in the process, leading to their accountability to peers and teachers. Interpersonal skills like communication and teamwork were crucial tools in this regard, as the students also recognized feedback and collaboration as crucial methods to enhance their classmates' learning. Carpenter and Pease (2013) said that non-curricular learning strategies are essential in preparing students to take responsibility for their learning. These strategies, including organizational skills, time management, study skills, and goal setting, help students develop the necessary skills and habits to succeed academically. According to the findings, students who used more extracurricular learning strategies also expressed a greater sense of responsibility for their education. The study also discovered that students who used these learning tactics more frequently reported feeling less stressed and fared better academically. Thus, integrating extracurricular learning techniques into the curriculum could enhance academic achievement and foster in students a sense of ownership over their education. Weimer (2019) the author believes that students should take more responsibility for their learning, which includes tasks such as figuring out important information in readings and taking notes. The author identifies three areas where students have responsibilities: learning, expediting learning and developing learning skills, and sharing responsibility for class setup and management. The responsibility of learning falls on the students and not the teachers. However, teachers can facilitate learning and provide support, but ultimately, it is up to the students to learn the content. In addition, students are in charge of all learning-related activities, like taking notes and actively participating in class, which speed up learning and foster learning skills. Teachers should only do some things for the students, as it impedes their responsibility to take charge of their learning. Lastly, there is a possibility of shared responsibility between teachers and students, where students have a say in how the class is set up and how their learning will be assessed. This shared decision-making can increase student motivation and self-directedness. The article highlights ten ways to encourage students to take responsibility for their learning, including allowing choice, minimizing teacher talk, encouraging goal setting and reflection, and organizing student-led conferences. The goal is to equip all learners, regardless of age, to be responsible for their learning. The article emphasizes that every exchange does not need to go through the teacher and encourages students to respond directly to each other. Additionally, it suggests that teachers cater to different learning styles and integrate technology to encourage creative expression of learning. The article seeks to discourage controlling learning by over-planning and giving "busy

work" and encourages educators to focus on learning rather than work. Finally, it suggests organizing student-led conferences, allowing students to talk about their strengths and weaknesses, how their learning has progressed, and areas for improvement according to (10 Ways to Encourage Students to Take Responsibility for Their Own Learning, 2014) Blackburn et al. (2023) state, "Providing opportunities for students to take responsibility for learning is a critical part of a classroom focused on student achievement. Incorporate goal setting, choices, and self-directed assessments to help your students learn and grow." To foster student responsibility, teachers can incorporate goal setting, choices in learning activities, and assessment. Asking pupils to list what they hope to learn in a particular subject or session is known as goal setting. Giving students choices in learning activities can motivate them and help validate their interests and abilities. While providing structure, assess students' levels of understanding by contracts. These contracts can support student learning by developing a plan that is an agreement among the teacher, student, and family members and assigning points to each item to achieve grades. The use of contracts for grades helps build student ownership of learning, but clear guidelines and additional support to less self-directed students need to be provided. Teachers Skills Rogers (2021) said that teaching involves various skills that must be mastered to deliver practical lessons. These skills include planning, creating a supportive learning environment, managing the classroom, providing clear instructions, using active learning techniques, and assessing learner progress. Planning is crucial for tailoring lesson activities to meet the needs of learners. Classroom management involves creating a dynamic and engaging environment where learners stay on-task. Clear instructions help learners understand lesson objectives. Active learning techniques encourage learners to participate in their learning actively. A supportive environment helps learners feel more engaged and on-task during lessons. Assessment for learning is essential to monitor and improve teaching practices. Alber (2015) the researcher has identified five highly effective classroom practices that improve student outcomes. These practices are teacher clarity, classroom discussion, feedback, formative assessments, and metacognitive strategies. Teachers must be intentional and purposeful in their approach rather than always trying something new. Collaborating with colleagues helps to understand these practices better and apply them to the unique learning environment. Learning through the eyes of students should be the goal of teachers. Fedena (2021) In today's digital era, teachers must find new and innovative ways to engage with students constantly exposed to technology and media. This involves introducing technology in the classroom, personalizing the learning experience for each student, involving parents in the teaching process, and empowering students to be active learners through collaboration and critical thinking. By implementing these strategies, teachers can improve their teaching quality and help students learn and retain information more effectively. There is a growing need for teachers to adapt their teaching techniques to address the challenges of an ever-changing world. Using technology, personalizing learning, collaborating with parents, and facilitating active learning can improve the quality of education. Teachers must use innovative techniques to foster new learning and equip students to tackle global challenges. Millard's (2000) study indicated that the teachers benefited significantly from the workshop program, and there were notable improvements in their teaching practices. The program successfully enhanced the participants' knowledge and skills regarding various teaching methods, including lectures, small group discussions, and problem-based learning. There was also a substantial increase in the teachers' awareness of their strengths and challenges as educators. It showed that the teachers' self-reflection played a crucial role in identifying their areas of professional development. By reflecting on their practices and receiving feedback from peers and students, the teachers were able to recognize their weaknesses and work towards improving them. Further, it highlights the significance of providing teachers with training opportunities to enhance their teaching practices. The findings emphasize the importance of self-reflection and feedback for promoting professional growth among educators. The study contributes to understanding effective teaching practices and provides insights into how teachers can improve their teaching methods. Kim et al. (2019) highlight the importance of improving 21st-century teaching skills to enhance student learning outcomes in the 21st century. The study found that teacher professional development programs focused on developing 21st-century teaching skills significantly improved student outcomes, including critical thinking, problem-solving, collaboration, and communication. The results of this study have significant implications for educational policies and practices, emphasizing the need for teacher training programs to incorporate 21st-century teaching skills. The study results also emphasize how crucial it is for educators to continue their professional development to stay up to date on new pedagogical approaches that meet the demands of students in the twenty-first century. It offers a viable strategy for enhancing 21st-century teaching abilities to support the growth of 21st-century learners with the fundamental knowledge, skills, and competencies required for success in the quickly evolving global economy.

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## 2. Methods :

### *Research Design*

The study explores the importance of the synergy of student responsibility and teacher skills in creating a safe and inclusive learning environment. This study used qualitative research. Jackson et al. (2007) state that qualitative research collects non-numerical data and analyses social interactions and human behaviour. It emphasizes the significance of subjective interpretation, context, and meaning in this approach, which is more than just a research method but a worldview influencing research design and data analysis. This study utilized thematic analysis to explore the importance of the synergy of student responsibility and teacher skills in creating a safe and inclusive learning environment despite teachers' and students' different roles and responsibilities. It requires the joint effort of students and teachers. However, both roles need to be more well-defined and how they interact to foster a positive school climate needs to be clarified. According to Caulfield (2023), thematic analysis discusses the importance of reflexivity and documentation in ensuring the rigour and transparency of the analysis. A qualitative thematic analysis is the design that is appropriate to the problem that we are exploring. Using this particular design, the researcher would achieve the result that they are aiming for the study. The researcher conducted in-depth interviews with educators and learners from various educational institutions. The purposive selection was used to choose participants based on their willingness and availability. The thematic analysis examined the data, concentrating on recurring themes and patterns in the participants' responses. Based on the responses given by the respondents on surveys, data were gathered through interviews, observations, and focus groups. The researcher obtained and gathered information by conducting ethical consent before data collection.

### ***Respondents and Sampling Design***

The respondents of this study include students and teachers from the faculty of St Paul University San Miguel. The study involves both male and female students and teachers. Purposive sampling is used in the study to choose respondents who satisfy the inclusion requirements. Participants in the study are educators and students from St. Paul University San Miguel. The sample represents all students in the school and will be diverse thanks to the purposive sampling technique.

### ***Data Gathering Procedure***

The study chose participants from St Paul University San Miguel using purposive sampling and collected data using focus groups and semi-structured interviews with educators and students. Participants are selected based on availability, willingness to participate, gender, academic standing, and socio-cultural background to ensure diversity. The study maintained ethical considerations by informing participants about the study's purpose, procedures, and expected outcomes.

### ***Treatment of Data***

The qualitative information was acquired using observations, interviews, and viewpoints without worrying about criticism or mockery to identify common themes in creating a safe and inclusive learning environment. The researcher will create a code based on the respondents' responses reflecting the key concepts and ideas and interpret the themes to draw meaningful conclusions with supporting evidence about the research question.

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## **Results and Discussion :**

The study found that creating a safe and inclusive learning environment requires the synergy between student responsibility and teacher skills. The student's sense of ownership and accountability for their behaviour toward others relies heavily on the support and guidance of teachers. Teachers must possess the necessary skills and knowledge to deal with various types of student behaviour and provide adequate support and guidance to students in need. When students and teachers work together, they can foster a positive school climate and prevent negative behaviours. A safe and inclusive learning environment requires collaboration between students and teachers to promote learning, understanding, and mutual respect. This atmosphere is founded on respect, sensitivity to diversity, communication, and collaboration. Everyone's opinions, thoughts, and ideas should be respected, and the environment should be welcoming to individuals from diverse backgrounds and cultures. It requires programs and policies that ensure an inclusive, respectful school culture. Students and instructors should be encouraged to ask questions, raise concerns, and share ideas freely. All students should be respected for their differences, backgrounds, experiences, and ideas. Teachers should ensure that all individuals are given the necessary support, resources, and attention to reach their full potential. This includes adapting lessons to accommodate different learning styles, providing additional assistance, and encouraging collaboration. Students are responsible for showing respectful behaviour towards their peers, teachers, and school staff. This includes being kind, empathetic, and considerate towards others. They should work towards positive relationships and avoid behaviour that can cause harm, such as bullying or harassment. Students can help to cultivate a safe and inclusive learning environment by promoting a culture of acceptance, respect, and support. Students are responsible for holding themselves accountable for their actions and decisions that impact the learning environment. They should also know and understand the school's policies and regulations and comply with them. Students are responsible for advocating for their peers who may need support in creating a safe and inclusive learning environment. They should be aware of any discriminatory or exclusionary behaviour and work towards addressing it constructively. They should also raise awareness about diversity, equity, and inclusion issues and take steps towards making their school community more welcoming and supportive for all. Teachers need to be adaptable to promote a positive school climate. They must be open to adjusting their methods and pedagogies to suit each student's unique requirements. They should be responsive to the changing needs of students and the learning environment. Teachers with excellent skills can raise awareness about diversity, equity, and inclusion issues, creating a more inclusive school community. By modelling positive behaviour, promoting collaborative learning, and holding students accountable, teachers can encourage students to become advocates for each other and work towards creating a supportive school climate. Students' responsibilities complement teachers' skills in creating a safe and inclusive learning environment. Students who take responsibility and give feedback to their teachers help them improve their skills and facilitate collaboration towards a common goal – creating a safe and inclusive learning environment. When students take responsibility for their actions and actively seek to promote inclusion and diversity, they become allies of the teachers. Teachers can promote student responsibility by setting clear and realistic expectations, providing feedback, and praising positive behaviour..

Creating a safe and inclusive learning environment requires a joint effort between students and teachers. It is essential to teach students the importance of respect, empathy, and tolerance towards others and encourage them to report any incidents or behaviours that may harm their or others' wellbeing. Moreover, teachers must possess the necessary skills and knowledge to deal with various types of student behaviour and provide adequate support and guidance to those in need. Combined, these initiatives can foster a secure, welcoming, and supportive learning environment where all children are respected and appreciated. It discusses the study's implications for practice, policy, and future research. The section highlights the importance of a joint effort between students and teachers in promoting a safe and inclusive learning environment. The section also discusses the study's limitations and suggests areas for future research.

#### 4. Conclusion :

The conclusion summarizes the main findings of the study, their implications, and the study's contribution to the existing literature. The conclusion highlights the importance of the synergy between student responsibility and teacher skills in creating a safe and inclusive learning environment. The study concludes that the synergy between student responsibility and teacher skills is essential in fostering a positive school climate. All parties involved in the school system must work together to create a safe and welcoming learning environment. With the proper support and guidance, students can take responsibility for their behaviour towards others, and teachers can provide the necessary skills and knowledge to deal with various types of student behaviour. Together, these efforts can help create a safe and inclusive learning environment, promoting students' mental health, academic achievement, and well-being.

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