


BETWEEN KNOWING AND FEELING: EMOTIONAL HEALTH IN SCHOOLS AS A PILLAR FOR AN INCLUSIVE, TRANSFORMATIVE AND HUMANIZING EDUCATION

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ABSTRACT

This article investigates how the promotion of emotional health in schools can be an essential pillar for the construction of an inclusive and transformative education. The research is based on the premise that the emotional, social, and cognitive dimensions are deeply interconnected in the development of students, and it is essential to integrate pedagogical practices that welcome and care for emotions in the school environment. Based on a theoretical analysis based on authors such as Paulo Freire, Bell Hooks, Barbara Carine Soares Pinheiro, and others, who defend a humanizing and inclusive education, the research explores how school management and pedagogical guidance can be effective strategies in promoting emotional well-being. The study proposes to reflect on how to transform schools into welcoming, inclusive environments that favor the integral development of students, to form critical, resilient, and empathetic citizens.

Keywords: Emotional Health. Inclusive Education. Pedagogical Practices. Educational Policies. Welfare.

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INTRODUCTION

Contemporary education faces complex challenges, especially in the construction of a school environment that promotes not only academic learning but also the integral development of students. In this sense, the promotion of the emotional health of children and adolescents plays a fundamental role, since the school needs to be a space capable of welcoming, respecting, and attending to the multiple dimensions of a student, such as the physical, emotional, social, cognitive, and cultural. More than ever, it is essential that schools position themselves as inclusive and humanized environments, which enable not only the development of social, emotional, and cognitive skills and competencies, but also allow students to build critical, resilient, and empathetic citizenship.

Thus, the need to investigate the integration of pedagogical practices that favor emotional well-being in daily school life arises in a context of growing concern with mental health issues in childhood and adolescence.

In a scenario marked by social inequality and rapid cultural transformations, schools face a decisive role: to provide students with a safe and welcoming environment that goes beyond the transmission of academic content and becomes the basis for their full development. The Law of Guidelines and Bases of National Education (LDB), by emphasizing the importance of integral education, establishes that "the formation of the student must contemplate not only the cognitive aspect but also the ethical, moral and emotional formation, which reinforces the relevance of this study". With this, the research proposal seeks to investigate how educational policies and pedagogical practices can be allies in the promotion of students' emotional health, aiming at the construction of a more inclusive and humanized education.

The promotion of emotional health in schools should not be seen as a peripheral element of education, but rather as a structuring pillar for the integral development of students. In the current educational scenario, marked by historical and social inequalities, academic pressures, and emotional challenges intensified by the contemporary world, schools need to become spaces that cultivate emotional and social intelligence. As Daniel Goleman (1995) argues, emotional intelligence is a determining factor for academic and personal success, being more predictive of the well-being and achievement of individuals than the intellectual quotient itself.

Alongside this psychological look, Paulo Freire's (2020) pedagogical vision resonates when he states that education should be a liberating and dialogical process, in

which the subjectivity of students is not only recognized but integrated into the teaching-learning process. For Bell Hooks (1999), affectivity in the school environment is a transforming element, as it allows students to build knowledge based on authentic and meaningful experiences. Thus, the school needs to overcome the traditional model focused only on the cognitive dimension and take an active role in promoting the emotional well-being of students.

Given this scenario, the research is justified by the urgency of creating more inclusive educational spaces that integrate the emotional, social, and cognitive dimensions of students. The promotion of emotional well-being becomes essential, not only for school success but also for strengthening the mental health of students, considering the historical, social, and cultural context in which they are inserted.

The methodology adopted will be qualitative, with an exploratory approach, using the case study in schools from different contexts. The choice of this methodology aims at a deep and contextualized understanding of pedagogical practices and educational policies, considering the cultural, socioeconomic, and demographic diversity of school environments. Data collection will take place through semi-structured interviews with educators, school managers, and students, as well as focus groups that will provide a space for the exchange of experiences on school dynamics. Data analysis will be carried out through the content analysis technique, which makes it possible to identify the main themes related to the promotion of emotional health and inclusive pedagogical practices. Data triangulation will be used to ensure the reliability of the results, validating the information obtained from different sources.

The investigation aims to identify the challenges faced in the implementation of pedagogical practices that promote emotional health, and how local public policies influence the process, also providing recommendations for the strengthening of these practices and policies.

Thus, it is expected that the results will contribute to the construction of a more humanized and integrated educational model, in which schools can be, in fact, spaces for social transformation and emotional care, ensuring the full development of each student, by the principles of social justice and inclusion.

INTEGRATION OF EMOTIONAL, SOCIAL, AND COGNITIVE DIMENSIONS IN THE SCHOOL CONTEXT

Historically, the school has been seen as a space dedicated almost exclusively to the transmission of academic knowledge. However, in an increasingly challenging and plural educational scenario, marked by social inequalities and rapid cultural transformations, this view needs to be profoundly rethought. True education cannot be reduced to a mere process of absorbing cognitive content, as we cannot forget that students are full human beings, with emotions, stories, and social contexts that need to be equally valued. Thus, the promotion of the emotional health of children and adolescents in schools is not only about ensuring the immediate well-being of students but also about enhancing their integral, cognitive, and social development, preparing them to deal with life's challenges.

Education in Brazil, as established by the Law of Guidelines and Bases of National Education (LDB), is committed to promoting the integral formation of students, that is, not only academic development but also social and emotional development. The LDB, in its Article 2, determines that education must "promote the development of the student, considering its affective, cognitive and social dimensions" (Brazil, 1996, p. 10), reinforcing the idea that learning cannot be separated from these interdependent dimensions. When these areas of human development are worked on in an integrated way, education becomes more complete, favoring not only cognitive learning but also the construction of emotional and social skills essential for the formation of critical and empathetic individuals.

This understanding implies that the school should be a welcoming space, where students can develop their skills holistically. By integrating the emotional, social, and cognitive dimensions, education becomes a transformative process, in which the student is seen as a complex human being, whose experiences and feelings have a great impact on their learning. In addition, the promotion of a school environment that recognizes and values these different dimensions allows the student to become more resilient, and able to face the challenges of daily life with greater emotional balance and socialization capacity. From this perspective, the school is placed as a space for the construction of the human being in its entirety, going beyond the simple transfer of academic content.

The idea of an education that transcends the simple act of transmitting academic content is widely defended by Paulo Freire (2020, p.77), who reminds us that "true education is that which is done in dialogue, where educator and student are subjects of the

process". This implies that the education of students must consider its totality, involving not only the cognitive aspect but also the emotional and social aspects. In this sense, by adopting practices that welcome emotions and recognize the importance of interpersonal interactions, the school aligns itself with the principles of the Law of Guidelines and Bases of National Education (LDB), which proposes the promotion of the integral development of the student. By integrating these different dimensions, education becomes richer and more transformative, preparing students to face life's challenges more completely.

True education, as proposed by Freire, cannot be limited to the simple act of teaching academic content, but must include valuing students' subjectivities and promoting an environment of dialogue. For Freire (2020, p.15), "It is not enough to know, for true education, it is necessary to know and know how to do, and to know how to do with others". This thought reinforces the idea that the school should recognize the student as a complete being, who is not only formed by his cognitive capacity but also by his emotions and social relationships. The integration of dimensions is not a simple task, but it is fundamental.

By integrating the emotional, social, and cognitive dimensions, the school not only fulfills its role of transmitting academic knowledge but also becomes an environment that welcomes and strengthens the student as a whole. In this sense, Bell Hooks reinforces this idea by stating that education should be a space where affectivity plays a central role. According to Hooks (1999, p.41), "The school should be a place of radical affection, where the teacher cares about the student as a complete human being". This approach shows that education needs to incorporate, in addition to cognitive content, the emotional and social formation of students, allowing them to feel safe and welcomed.

The integration of emotional, social, and cognitive dimensions in the educational process requires a school that goes beyond academic teaching, becoming a welcoming and comprehensive care space. School management, in this sense, plays a decisive role in creating an environment that favors the overall development of students.

Educational management, when seeking to ensure a school environment that favors learning, must also be able to create a context that enables care for the student's subjectivity. A space of coexistence where the student feels he belongs, where his emotional issues are recognized and respected, thus favoring the construction of an integral and complete subject (Luck, 2009, p.120).

This approach requires educators and managers to be prepared to deal with the emotional needs of students, creating a space of safety and emotional support. The school should be, therefore, a space for active listening, where students feel valued and understood in their multiple dimensions, both intellectual and affective. Education, by recognizing and working on these dimensions in an integrated way, promotes the development of individuals who are more complete, empathetic, and prepared to face life's challenges.

In short, the integration of emotional, social, and cognitive dimensions in the educational process is essential for a complete and transformative education of students. The school can no longer be seen as an exclusive space for the transmission of academic content, but as an environment that welcomes and develops the multiple facets of the human being. By providing a safe, inclusive, and active listening space, where the emotions and interpersonal relationships that permeate life stories and coexistence are recognized and valued, education becomes a powerful instrument for building resilient, critical, and empathetic individuals.

However, this process requires the committed performance of educators and managers, who must be prepared to deal with the emotional and social needs of students, ensuring that everyone has the necessary conditions to face life's challenges and become full citizens.

In this context, educational policies must contemplate the continuous training of teachers and the implementation of pedagogical practices that favor the integration of these dimensions at all levels of education. Thus, the school reaffirms itself as a space for transformation and comprehensive care, contributing to the formation of more complete human beings prepared for the construction of a more just, unequal, and inclusive society.

THE ROLE OF PEDAGOGICAL GUIDANCE AND SCHOOL MANAGEMENT IN PROMOTING EMOTIONAL HEALTH

As we reflect on the importance of integrating emotional, social, and cognitive dimensions in the school environment, it is essential to highlight the role of pedagogical guidance and school management in promoting students' emotional health. These two instances play essential roles, not only in the organization and planning of teaching but also in the construction of an environment that favors the integral development of students.

The construction of a transformative and truly inclusive education requires the school to position itself in an innovative and audacious way, challenging the traditional paradigms that historically restrict it to a space only for the transmission of academic content. In an increasingly dynamic social scenario, marked by deep inequalities and constant cultural changes, it is essential to rethink the school as a space that transcends the simple transfer of information, to become a true refuge of welcoming, understanding, and integral formation of the human being.

Thus, the promotion of the emotional health of children and adolescents in schools should not be just a one-off concern, but a daily practice that aims to strengthen the emotional, social, and cognitive development of students, preparing them to face life's challenges with resilience, empathy, and self-confidence.

Pedagogical guidance and school management play central roles in the construction of this environment of care, welcoming, and integral learning. They are responsible for ensuring that the school is not just a place of teaching, but a space of transformation, where the student, as a complete human being, can develop in his multiple dimensions.

Pedagogical guidance, as highlighted by experts such as Luck (2009), is not just one-off support, but a constant presence that closely monitors the emotional and social well-being of students, acting in a preventive and curative way. The work of the pedagogical advisor is, therefore, essential in building a bond of trust, in which the student feels valued and understood, and where their emotional needs are treated with the seriousness they deserve.

Contemporary school management can no longer be restricted to the organization of curricula and the bureaucratic administration of the school. It needs to assume a strategic role in building an environment that favors the emotional health of students. Antônio Nóvoa (2017) emphasizes that the school of the twenty-first century should be a space of "care and belonging", where managers play an active role in the creation of a school ecosystem that fosters psychological and social well-being.

In addition, school management needs to act in the implementation of public policies that ensure the right of students to an emotionally healthy education. In Brazil, the National Curriculum Guidelines (Brasil, 2013) and the National Common Curriculum Base (BNCC) already point to the importance of developing socio-emotional skills, but there is still a great challenge in the practical application of these principles in everyday school life. As Boaventura de Sousa Santos (2009) argues, democratic and participatory management is

essential for the school to be a space for social transformation, where each student is recognized as a subject full of rights and potentialities.

For this to happen, managers and educators must see themselves as agents of transformation, who not only teach but who form full human beings, capable of interacting with the world in a critical, empathetic, and responsible way.

Therefore, pedagogical practices must be thought of inclusively, allowing each student to have their feelings recognized and validated, thus creating a learning environment that integrally favors human growth. School management, in turn, needs to adopt an approach that promotes emotional well-being, ensuring that the school is not only a place of instruction, but also a space for transformative experiences and experiences.

In this process, active listening and recognition of the multiple dimensions of the student, their emotional intelligence, their social relationships, and their cognitive capacity, are determining factors for educational success. It is precisely through practices of welcoming, understanding, and care that the school is transformed into an environment of joy and motivation, as the French philosopher and educator George Snyders reminds us:

True joy at school arises from the recognition of the intrinsic value of each student, where he is not only seen as someone who learns academic content, but as a complete human being, with his own emotions and capabilities. The school environment must be built in such a way that students feel pleasure in learning, not only intellectually, but also emotionally. When we create this space of welcome and joy, learning becomes a transformative and meaningful experience for everyone (Snyders, 1997, p.67).

By cultivating a welcoming and challenging environment, the school becomes a space for awakening and enhancing students' inner strengths, where they are encouraged to become the best version of themselves, not only academically, but also in their emotional and social development. In this context, true school joy emerges from the recognition of the intrinsic value of each student, who is treated as a unique and complete being. By creating an environment where learning becomes a pleasurable and integrated experience, the school not only transmits knowledge but also fosters emotional well-being, allowing students to feel motivated and safe to explore their potential in all its dimensions.

The promotion of emotional health in schools also involves creating an environment that celebrates the pleasure and joy of learning. Snyders (1997, p. 85) points out that "school should be a place of pleasure, where joy is not only a desirable result but an essential condition for learning". This thought strengthens the idea that education should

not be a merely cognitive or technical process, but should also be an effective experience, where students feel motivated and safe to express their emotions and explore their capacities. By integrating pedagogical practices that involve affection and joy in the school environment, education becomes more humane and meaningful, favoring the full development of students.

Therefore, learning becomes truly effective when it occurs in a context of meaningful interpersonal relationships, as stated by the Russian psychologist and education theorist Lev S. Vygotsky (1984, p.65) "Learning is only effective if it occurs in a context of meaningful interpersonal relationships". This principle highlights the importance of emotional and social interactions in the learning process since the integration of emotional and social dimensions not only favors academic development but also contributes to the formation of more complete and empathetic individuals.

For this integration to be effective, pedagogical guidance and school management must be aligned to take care of the emotional dimensions of students, creating a safe and welcoming environment, conducive to the integral growth of each student. In line with this understanding, Snyders also reflects on the need for management that understands the school space as a holistic environment, where emotional well-being and the pleasure of learning become part of the training process. Snyders (1997, p.92) states that "a school that ignores the importance of joy and pleasure in learning is neglecting the most fundamental needs of the human being". This concept leads us to realize that the school needs to be more than a simple repository of academic content; It should be a place where students, when they feel emotionally welcomed, can develop integrally, developing not only their cognitive skills but also their emotional and social skills.

This holistic view of education is essential for the formation of resilient, critical, and empathetic individuals, prepared to deal with life's challenges. As George Snyders (1997) emphasizes, by transforming the school environment into a space of joy, education becomes not only a means of instruction but a process of profound transformation, which touches the human being in its multiple dimensions. And it is precisely this approach that pedagogical guidance and school management must embrace, because, as already emphasized, true education cannot be reduced to the mere transmission of contents; It needs to be and act first of all, as a process of integral formation, which respects and cultivates the totality of the human being.

In this way, the promotion of emotional health in the school environment is not an isolated task, but a continuous process that involves the integration of pedagogical practices with school management, creating a space where the cognitive, emotional, and social dimensions of students complement each other. The school, when it assumes the responsibility of being an environment of welcoming, care, and pleasure in learning, not only prepares students for academic challenges but strengthens them for life in society.

In this sense, educational policies aimed at emotional well-being need to be more than formal guidelines, they must be experienced in the school routine, where management and pedagogical guidance are aligned in the development of practices that favor inclusive and holistic teaching.

It is therefore essential that the role of pedagogical guidance and school management is not limited to administrative aspects, but broadens to embrace the transformative potential of education, cultivating an integral formation that respects and develops the various dimensions of the human being. For this to be effective, educational policies must be rethought and aligned with this new paradigm, facing structural challenges and offering new potentialities for promoting the emotional well-being of students.

CHALLENGES AND POTENTIALITIES OF EDUCATIONAL POLICIES FOR STUDENTS' EMOTIONAL WELL-BEING

Educational policies have the power to transform education but to do so, they must be structured in a way that contemplates not only the academic demands but also the emotional well-being of students. In a country like Brazil, which faces a reality marked by social inequalities, it is essential that education is not limited to technical instruction, but that it considers the integral formation of the human being, with an emphasis on emotional and social development. In this sense, Bell Hooks (1999) argues that education should be seen as a space for the construction of affective and care relationships, in which affection plays a central role in the learning process. The author believes that the school needs to be a place where students feel valued in all its dimensions, and not just as passive recipients of knowledge.

Education policies play a crucial role in promoting students' emotional health, but their success depends on overcoming structural challenges and implementing effective strategies. In a country like Brazil, where education still reflects social, racial, and economic inequalities, public policies must be designed in an intersectional way, ensuring that race,

gender, class, and territoriality are considered in the formulation of guidelines for the emotional well-being of students.

Nilma Lino Gomes (2015) reinforces that the school needs to recognize and value the subjectivities of students, becoming a space of welcome and belonging. This look is essential, as recent research shows that students who feel emotionally safe at school have higher academic engagement, lower dropout rates, and better performance in formal assessments (Duarte et al., 2021). However, the absence of specialized professionals, such as school psychologists and social workers, added to the lack of training of teachers to deal with emotional issues, compromises the effectiveness of these policies.

Therefore, for educational guidelines aimed at emotional well-being to have a real impact, a political commitment is needed that goes beyond speech. The allocation of resources, the continuing education of educators, and the creation of spaces for listening and welcoming should be priorities in the Brazilian educational agenda.

In this sense, Nilma Lino Gomes (2015, p. 112) highlights that "education must be thought of in a way that recognizes and values the experiences and subjectivities of each student, as cultural and social diversity is a reality present in Brazilian schools". Educational policies need to be designed in a way that integrates the diverse realities of students, respecting their identities and experiences.

By adopting an inclusive approach, education must create an environment that values differences and favors the integral development of students, ensuring that each one has their identity recognized and that they feel part of a school community that respects and celebrates diversity.

Education must face the social and historical challenges of our society, promoting a learning environment that respects identities and differences, so that students feel welcomed and understood in their entirety (Gomes, 2015, p. 112).

However, the implementation of public policies aimed at the emotional health of students faces several challenges. One of the biggest obstacles is the scarcity of resources, both financial and human. Many schools still lack specialized professionals, such as psychologists and pedagogical counselors, which compromises the quality of emotional support offered to students. In addition, in many situations, public policies are not sufficiently concrete or articulated to ensure that the emotional care of students is a priority in schools.

However, the potential of these policies, when well structured, is significant. Santos (2007) points out that educational policies can be powerful instruments of social transformation, as long as they contemplate the promotion of an inclusive environment, in which students are recognized in their entirety, including their emotional and social dimensions. By integrating such practices, educational policies can promote a safe and welcoming environment, which favors the construction of critical, resilient, and empathetic subjects, ready to face the challenges of the contemporary world.

Educational policies must be guided by the perspective that the emotional health of students is a right, not a privilege. The construction of a more just and egalitarian society involves ensuring an education that integrates the cognitive, emotional, and social dimensions of its students. In this context, the school is more than a teaching space, it must be an environment of care, where all students can develop their full potential both academically and emotionally.

Therefore, educational policies must be guided by the view that the emotional health of students is a right and not a privilege, as also provided for in the National Curriculum Guidelines for Basic Education (Brazil, 2013). The construction of a fairer and more egalitarian society involves ensuring an education that respects diversity and effectively promotes the emotional well-being of students. In this context, Freire (1996) reinforces that education should be "an act of freedom, a process in which solitary, respectful and collaborative relationships are built". Thus, the school should be understood not only as a place of teaching but as an environment of care, where the student can develop all his potential, academic, emotional, and social.

PEDAGOGICAL STRATEGIES AND INCLUSIVE PRACTICES FOR EMOTIONAL HEALTH CARE IN SCHOOLS

The promotion of emotional health in schools goes beyond the implementation of public policies and requires a true transformation in pedagogical practices, recognizing the complexity of the emotional, social, and cognitive dimensions of students.

The construction of an emotionally healthy school cannot be limited to specific actions or isolated programs. For the promotion of emotional well-being to be a reality, pedagogical practice must be rethought in a holistic and structured way. Lev Vygotsky (1984) already highlighted that learning occurs within a social context, and that interactions between teachers and students are fundamental for the development of higher

psychological functions. In this way, pedagogical strategies that foster dialogue, active listening, and the development of emotional intelligence become essential for educational success.

Among the practices that can be incorporated into the school routine, the following stand out:

1. Active and cooperative methodologies, such as project-based and problem-based learning, that encourage collaboration and collective resolution of emotional and social challenges.
2. Restorative practices, such as dialogue circles and conflict mediation, help students develop nonviolent communication skills and empathy.
3. Spaces for listening and welcoming, such as weekly conversation circles and moments dedicated to emotional expression, allowing students to verbalize their difficulties and strengthen their resilience.

For these strategies to be effective, teachers must receive continuous training and institutional support. As Barbara Carine Soares Pinheiro (2023) reinforces, an anti-racist and inclusive pedagogical practice needs to be attentive to the subjectivities of students, recognizing their stories and valuing their identities. In this way, the school can become a space of emotional safety, where each student feels respected and motivated to learn.

In this context, Paulo Freire teaches us that "education must be, above all, an act of freedom, a process in which solitary, respectful and collaborative relationships are built" (Freire, 1996, p. 52). For this process to materialize, educators and students need to walk together, creating a space of mutual trust, where knowledge is not only transmitted but also built from the experiences and feelings of each one.

These relationships of freedom and respect can be effective when the pedagogical practice is, in fact, inclusive and sensitive to the emotional needs of students. Active listening and emotional support become central instruments in this process. More than teaching content, educators must commit to genuine listening, considering what each student brings with them in terms of experiences, challenges, and feelings. Barbara Carine Soares Pinheiro (2023) points out that "anti-racist pedagogical practice requires attentive listening, which welcomes the different experiences and subjectivities of students, creating an environment of care and respect, fundamental for the construction of knowledge" (Pinheiro, 2023, p. 89). This attentive and welcoming look, which respects individual stories, is the basis for the learning process to happen in a truly transformative way.

Emotional health is not a concept isolated from the educational process. On the contrary, it must be integrated into daily pedagogical practices, promoting an education that respects the emotions and social relationships of students. To this end, participatory methodologies, conflict mediation projects, and activities that encourage emotional expression are some of the strategies that can be adopted in schools to create a space for integral learning. These practices not only contribute to cognitive development, but also strengthen the construction of a culture of peace, respect, and collaboration among students, teachers, and the entire school community. As George Snyders (1997) states, "It is in the school space that the construction of pleasure and joy in learning should begin because learning is more effective when the emotional aspect of the individual is integrated" (Snyders, 1997, p. 87). When students feel emotionally safe and understood, learning becomes lighter, more enjoyable, and more effective.

In addition, the continuous training of educators and school managers is essential for all education professionals to be prepared to deal with students' emotional and psychological issues. Teachers should not be seen only as transmitters of knowledge but as facilitators of an emotionally healthy and welcoming environment. This involves understanding the various forms of suffering and the different emotional needs that students may carry.

For this approach to materialize, schools must organize themselves into a support network, involving psychologists, pedagogical coordinators/advisors, and other mental health professionals, creating an integrated and collaborative care network. Boaventura de Sousa Santos (2007) warns us that "the interaction between the different education and health professionals must be a continuous and integrated process, aimed at the integral care of the student, taking into account their emotional and social needs" (Santos, 2007, p. 211). Only with this support network will it be possible to take care of the student's emotional health fully and effectively, considering their multiple dimensions as a human being.

We cannot forget that the participation of the family and the school community is essential in this process. The emotional health of students is not the exclusive responsibility of the school but must be a shared action among all actors involved in the educational process. By including families in discussions about students' emotional and psychological well-being, schools can create a broader and more effective support network. The interaction between school, family, and community strengthens the acceptance of

students' emotions and provides a safer and more welcoming environment for their development. The culture of care must therefore be promoted jointly, creating a network of solidarity that echoes inside and outside the school environment.

Also, the construction of a school culture that values empathy, respect for diversity, and emotional care becomes a fundamental aspect to ensure that pedagogical strategies are successful. The way the school treats students, how it relates to their diversity, and how it positions itself in situations of discrimination, is decisive for the emotional health of students. In this sense, the school should be seen as an environment where dialogue and inclusion are not just abstract values, but concrete practices experienced daily. This implies integrating anti-racist and inclusive practices in a transversal way in all school subjects and activities.

Finally, the continuous evaluation of emotional health promotion practices in schools is essential to ensure their effectiveness. The school should establish mechanisms to evaluate the impact of its actions, such as conversation circles with students and questionnaires on the perception of well-being. This not only helps to adjust pedagogical practices but also strengthens the school's commitment to the continuous improvement of its emotional and inclusive environment. Evaluation should be seen as an opportunity both to learn from students and to create a space for constant improvement.

In other words, the promotion of emotional health in schools should be a priority. For this, education must be glimpsed by its ability to listen, welcome, respect, and value the emotions of each student. By adopting inclusive pedagogical practices, which integrate emotional care into learning processes, schools can become spaces for integral development. In this environment, students not only become more academically empowered, but also more prepared for life, more empathetic, and resilient. As Freire (1996) teaches us, education must be a process of liberation, where educators and students meet as subjects of transformative learning, which respects diversity and promotes the emotional well-being of all.

CONCLUSION

This study showed that the promotion of emotional health in schools should be understood not only as a social responsibility but as a fundamental pillar for the construction of an inclusive and transformative education. The integration of emotional, social, and cognitive dimensions in the educational process is indispensable for the full

development of students, ensuring that the school becomes a space for welcoming, recognizing, and valuing their various experiences and emotions.

As discussed in the first section, a school environment that respects the complexity of the emotional and social dimensions of students is essential for them to feel safe and motivated to learn. It is in welcoming that the power to strengthen the emotional well-being of students resides, allowing them to engage in the educational process in a genuine and meaningful way.

The analysis of the role of pedagogical coordination/guidance and school management, addressed in the second section, showed that these areas are decisive for creating schools that not only transmit knowledge but also prioritize the emotional care of students. Pedagogical practices that integrate psychological and emotional support, along with management that values active listening and welcoming, are essential to creating an environment in which students feel cared for and, consequently, more apt to develop socially and emotionally.

In the third section, we explore the challenges and potentialities of educational policies for the emotional well-being of students. Although there are public policies aimed at promoting emotional health, it is evident that there are still barriers to be overcome to ensure that these policies become truly effective and accessible to all. The need to strengthen and expand public policies aimed at the emotional health of students is a decisive step toward transforming the school into a truly inclusive and welcoming space.

Finally, in the fourth section, we discuss the pedagogical strategies and inclusive practices that are essential for emotional health care in schools. The adoption of pedagogical practices that encourage emotional expression, self-esteem, and empathetic listening is essential to creating a learning environment where all students, regardless of their differences, feel an active part of the school community. Strategies such as these are capable of strengthening the bond between educators and students, in addition to promoting a learning environment that favors the integral development of students.

In summary, this article proposes that the promotion of emotional health be recognized as a central pillar for the formation of critical, resilient, and empathetic citizens, who can actively contribute to the construction of a more just and supportive society. For this goal to be achieved, educators, managers, public policies, and families must come together, creating a support network that allows the incorporation of emotional health into pedagogical practices and educational guidelines. Thus, schools will be able to become

true spaces of care, transformation, and integral development for all their students, regardless of their specificities.

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