

**166 - THE VIOLENCE IN SCHOOLS: THE CASE OF BULLYING**

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When we discuss about violence against children and adolescents and bind to the environments where it happens, the school appears as an area still poorly studied, especially with respect to aggressive behavior that exists among the students themselves. According to Pearce JB (1998) and Elinoff (2004) Violence in schools is a serious and complex social problem, and probably the most frequent and visible youth violence.

The term "school violence" portrays all the aggressive and antisocial, including interpersonal conflicts, damage to property, criminal acts, etc.. Many of these situations depend on external factors and interventions may be beyond the capacity and responsibility of schools and their employees. However, the possible solution can be obtained from the school environment.

Violent behavior that causes so much concern and fear from the interaction between individual development and social contexts such as family, school and community. According to Neto AA (2004) model of the outside world is played in schools, so that these institutions are no longer safe environments, modulated by discipline, friendship and cooperation, and turn into places where there is violence, suffering and fear.

One form of violence that has come to prominence through the scholarship is bullying, especially in some countries. According to Almeida, Lisbon and Caurcel (2007), Lopes Neto (2005) and Pizarro and Jiménez (2007) such violence occurs through bullying and intimidation of a student by one or several colleagues, with the clear intention of causing him pain and presents repetitive nature and intent.

**What is Bullying?**

The school is very important for children and adolescents, and those who dislike it are more likely to have unsatisfactory performance, physical and emotional to their health or feelings of dissatisfaction with life. Interpersonal relationships and academic development is a direct relationship, where students have greater chances of achieving a better level of learning. Therefore, acceptance by peers is of great importance for the development of children and adolescents.

Aggression in schools is a universal problem. According to Craig WM (2004) Bullying and victimization represent the different types of involvement in acts of violence during childhood and adolescence. Bullying is a form of assertion of interpersonal power through aggression. Victimization occurs when a person is made the receiver of aggressive behavior of another more powerful. Both bullying and victimization have negative consequences for immediate and long term on all stakeholders: offenders, victims and observers.

By definition of Pearce JB (1998) and Neto AA (2004), bullying it is aggressive behavior that occur in schools, intentional and repeated that no evident reason, performed by one or more students against another (s), causing pain and anguish, performed within an unequal power relationship and are traditionally accepted as natural and are usually ignored or not valued, both by teachers and by parents.

Research on bullying are recent and has gained prominence since the 1990s. The universal adoption of the term bullying as it is difficult to translate it into different languages. During the International Conference Online School Bullying and Violence, May-June 2005, it was determined that the broad term given to the word bullying difficult to identify a corresponding native word in countries like Germany, France, Spain, Portugal and Brazil among others. In Brazil, as important references, it is worth mentioning Fante (2003, 2005) who performed characterization studies of bullying in the inner cities of São Paulo-SP Lopes Neto (2005) that with the Brazilian Association for the Protection of Children and Adolescence (ABRAPIA), developed the Program for Reduction of Aggressive Behavior among Students with more than 5,500 students from 5th to 8th grades of elementary school, in Rio de Janeiro-RJ, to investigate the characteristics of such acts, and systematize strategies to intervene and reduce aggression among students.

We all wish that schools are safe and healthy environments where children and adolescents can develop to the fullest, their intellectual and social potential. Therefore, can not be allowed to suffer violence that causes them physical and / or psychological, that witness such events and keep quiet lest they be beaten and also will eventually find them banal or worse, than before the omission and tolerance adults, adopt aggressive behaviors.

Bullying is sorted by Pearce JB (1998) and Neto AA (2004) direct, when victims are attacked directly, or indirectly when they are absent. Direct bullying the names, physical aggression, threats, hurtful verbal expressions and gestures that bother the targets. These acts are used with a frequency four times higher among boys. Indirect bullying involves ignoring, isolation, defamation and denial of desire, being adopted by more girls.

Children and adolescents can be identified as victims, perpetrators or witnesses, according to their attitude to bullying. The target is the student exposed repeatedly and over time, to negative actions by one or more students. It is understood by the negative actions in situations where someone, intentionally and repeatedly, harms, injures or annoys another person. The bully is typically popular, tend to engage in a variety of antisocial behaviors, can be aggressive even with adults, is impulsive; bully as quality has positive opinions about themselves and is usually stronger than its target; feel pleasure and satisfaction to dominate, control and cause harm and suffering to others. You can keep a small group around him, which acts as an aid in their assault or assault is indicated for the target. Therefore, according to Pearce (1998), the author dilutes the responsibility for all or transfers it to their followers. These students are identified as assistants or followers, seldom take the initiative of aggression, are insecure or anxious and are subordinate to the leadership of the author to protect itself or for the pleasure of belonging to the dominant group.

A new form of bullying, known as cyberbullying, has been seen with increasing frequency in the world. According to Bill Belsey, it is the use of information technology and communications (emails, cell phones, pagers or cell phones for messages, digital photos, personal websites, libelous, defamatory actions online) as a resource for the adoption of behavior deliberate, repeated and hostile to an individual or group in order to damage the other (s).

Considering that most bullying occurs out of sight of adults have students who are not directly involved in bullying often remain silent for fear of being the "next victim" and most victims do not react or about the assault, one can understand why teachers

and parents are not aware of bullying (Source: Shroff Pendley JS. Bullying and your child).

Targets, perpetrators and witnesses suffer physical and emotional consequences of short and long term, which may cause academic, social, emotional and legal. People who suffer bullying are more likely to suffer depression and low self-esteem as adults. Likewise, the younger the aggressive child, the greater the risk for problems associated with antisocial behavior in adults and the loss of opportunities, including job instability and emotional relationships short term.

Educate children and teens that bullying is unacceptable and will not be tolerated they face the problem with more power, transparency and freedom

The best results are achieved through early interventions involving parents, students and educators. The dialogue, the creation of pacts, support and establish bonds of trust and information are effective tools, should not be allowed, under any circumstances, violent actions.

All anti-bullying programs must see schools as dynamic and complex systems, and can not treat them uniformly. In each, the strategies to be developed should always consider the social, economic and cultural needs of its population.

According to World Health Organization (WHO), programs that emphasize social skills and skills seem to be among the most effective strategies for preventing youth violence, are more effective in schools in kindergarten and elementary school. An example of a social development program that uses behavioral techniques in the classroom that is deployed to prevent overbearing aggressive behavior (bullying) (City Hall of Rio de Janeiro, 2001).

The Bullying Prevention Program created by Dan Olweus is regarded as the best documented and most effective in reducing bullying in a significant decrease in antisocial behavior and major improvements in the social climate among children and adolescents, with the adoption of relationships positive social and participation in school activities (Fekkes M, Pijpers FI, Verloove-Vanhorick, 2005).

### Considerations:

When analyzing the students who resort to when mistreated at school, then you realize that most search assistance from parents and teachers. It is a fact that bullying is present in schools and that often these cases of violence are so well camouflaged that no one can identify them and average them, or people view and prefer not to join, or even do not feel prepared for this, including teachers, justifying the need for further debates on education aiming at raising awareness about the effects of bullying, which are not restricted to victims, perpetrators and bystanders, but to society in general.

In this sense, points to the necessity of conducting research that seeks to understand whether the lack or difficulty in social relationships in school environments do not favor the occurrence of violence between couples. It is necessary to also consider the extent to which cultural and social aspects can interfere in the production of bullying ..

It should be noted that before all its limitations, this study did not intend to exhaust the discussions about bullying and, yes, to help give you visibility in the academic and school, as well as assist in developing projects that will turn the coping with bullying. Authors such as Lopes Neto (2005) and Mascarenhas (2006) expounds that such projects should involve teachers, staff, parents and students so that ensure the participation of all establish standards, guidelines and actions consistent. Such actions aim to promote experiences, debates and general awareness, and explain the fundamental values of mutual respect, solidarity and dialogue, at all times during school life.

Education institutions, as well as their staff, should recognize the extension and impact of bullying among students and develop measures to reduce it quickly.

Bullying can be understood as a parameter for the tolerance level of society in relation to violence. So while the company is not prepared to deal with bullying, will be little chance of reducing other forms of aggressive and destructive behavior (JB Pearce, 1998).

By the time we can point to the existence of bullying in the school. When analyzing the students who resort to when mistreated at school, then you realize that most search assistance from parents and teachers. Hence the importance of teachers being exploited for peceberem, act and change this situation.

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**THE VIOLENCE IN SCHOOLS: THE CASE OF BULLYING****ABSTRACT:**

The purpose of this article is a warning for a type of school violence that has been studied in Brazil in recent years, called bullying. For that reason, an initial concept, the description of behavior, its inner classifications, causes and determinants. One form of violence that has come to prominence through the scholarship is bullying, especially in some countries. According to Almeida, Lisbon and Caurcel (2007), Lopes Neto (2005) and Pizarro and Jiménez (2007) such violence occurs through bullying and intimidation of a student by one or several colleagues, with the clear intention of causing him pain and presents repetitive nature and intent. Are being accessed bibliographic databases and relevant Internet pages, identifying recent articles and texts on the subject. Besides these methodological aspects are realized fieldwork in a public school in the municipality of Rio de Janeiro, gathering data, analyzing and interpreting bullying in this space. By the time we can point to the existence of bullying in the school. When analyzing the students who resort to when mistreated at school, then you realize that most search assistance from parents and teachers. Hence the importance of teachers being exploited for peceberem, act and change this situation.

**KEYWORDS:** bullying, education, teacher training

**LA VIOLENCE DANS LES ECOLES: LES CAS D'INTIMIDATION****RÉSUMÉ:**

Le but de cet article est un avertissement pour un type de violence à l'école qui a été étudié au Brésil ces dernières années, appelé l'intimidation. Pour cette raison, un concept de base, la description du comportement, son intérieur classifications, les causes et déterminants. Une forme de violence qui a pris de l'importance grâce à la bourse de l'intimidation, en particulier dans certains pays. Selon Almeida, Lisbonne et Caurcel (2007), Lopes Neto (2005) et Jiménez et Pizarro (2007) cette violence se produit à travers l'intimidation et l'intimidation d'un étudiant par un ou plusieurs de ses collègues, avec la claire intention de lui causer une douleur et présente caractère répétitif et l'intention. Sont en cours d'accès bases de données bibliographiques et de pages Internet pertinentes, identifier les articles récents et des textes sur le sujet. Outre ces aspects méthodologiques sont sur le terrain réalisée dans une école publique dans la municipalité de Rio de Janeiro, la collecte de données, analyser et interpréter l'intimidation dans cet espace. Au moment où nous pouvons signaler l'existence d'intimidation à l'école. En analysant les étudiants qui ont recours à de mauvais traitements quand à l'école, puis vous vous rendez compte que l'assistance de recherche de la plupart des parents et des enseignants. D'où l'importance des enseignants pour être exploités peceberem, d'agir et de changer cette situation.

**MOTS-CLÉS:** bullying, l'éducation, la formation des enseignants

**LA VIOLENCIA EN LAS ESCUELAS: EL CASO DE ACOSO****RESUMEN:**

El propósito de este artículo es una advertencia para un tipo de violencia escolar que se ha estudiado en Brasil en los últimos años, llama la intimidación. Por esa razón, un concepto inicial, la descripción de la conducta, sus clasificaciones internas causas y factores determinantes. Una de las formas de violencia que ha llegado a la fama a través de la beca es la intimidación, especialmente en algunos países. Según Almeida, Lisboa y Caurcel (2007), Lopes Neto (2005) y Pizarro y Jiménez (2007) este tipo de violencia se produce a través del acoso y la intimidación de un estudiante por uno o varios colegas, con la clara intención de causar dolor y le presenta carácter repetitivo y la intención. Si se accede a bases de datos bibliográficas y páginas relevantes de Internet, la identificación de artículos recientes y textos sobre el tema. Además de estos aspectos metodológicos son realizada trabajo de campo en una escuela pública en el municipio de Río de Janeiro, la recopilación de datos, análisis e interpretación de la intimidación en este espacio. Por el momento podemos señalar la existencia de acoso en la escuela. Al analizar a los estudiantes que recurren a cuando maltratados en la escuela, luego te das cuenta que la asistencia de la mayoría de la búsqueda de los padres y maestros. De ahí la importancia de los maestros para ser explotados peceberem, actuar y cambiar esta situación.

**PALABRAS CLAVE:** educación bullying, la formación del profesorado

**A VIOLENCIA NA ESCOLA: O CASO DO BULLYING****RESUMO:**

O objetivo deste artigo é realizar um alerta de um tipo de violência escolar que vem sendo estudado no Brasil nos últimos anos, denominado bullying. Para isso, apresenta inicialmente seu conceito, a descrição dos comportamentos enquadrados, suas classificações, causas e determinantes. Uma forma de violência que vem ganhando destaque por meio dos estudos acadêmicos é o bullying, especialmente em alguns países. Conforme Almeida, Lisboa e Caurcel (2007), Lopes Neto (2005) e Pizarro e Jiménez (2007) tal violência ocorre através da perseguição e intimidação de um aluno por um ou vários colegas, com a intenção clara de provocar-lhe sofrimentos e apresenta caráter repetitivo e intencional. Estão sendo acessados bancos de dados bibliográficos e páginas de relevância na Internet, identificando-se artigos e textos recentes sobre o tema. Além destes aspectos metodológicos estamos realizando trabalho de campo em uma escola pública do município do rio de Janeiro, levantando dados, analisando e interpretando bullying neste espaço. Até o momento podemos apontar para a existência do bullying neste espaço escolar. Ao analisar a quem os alunos recorrem quando maltratados na escola, percebe-se então que, boa parte busca o auxílio dos pais e professores. Daí a importância dos professores estarem instrumentalizados para peceberem, agirem e modificar esta situação.

**PALAVRAS-CHAVE:** bullying, educação, formação de professores