


CHALLENGES OF DEMOCRATIC SCHOOL MANAGEMENT: VIOLENCE AT SCHOOL AND THE PROMOTION OF A CULTURE OF PEACE

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ABSTRACT

How to face the challenges in democratic school management in the fight against violence, more specifically, in the fight against bullying and the promotion of a culture of peace in schools, which are attributions of the school manager, defined in the Law of Guidelines and Bases of National Education, No. 9,394, approved in 1996, is the central problem of this research. The school community, led by the school manager and strengthened by democratic management, must establish projects to promote a culture of peace and combat bullying. This article uses master's dissertations and doctoral theses, news and academic articles, such as "Prevention of school bullying: weaving knowledge of the culture of peace from the perspective of complexity" (2019), to analyze the role of the school manager in promoting peace and combating school violence. Based on legislation No. 13,185/2015, the Law of Guidelines and Bases of National Education (Law No. 9394/96) and the Statute of the Child and Adolescent (Law No. 8,069/90), the qualitative study resorts to bibliographic and documentary research. The results indicate the need for exemplary leadership, safe environments, training of professionals, social partnerships, victim support services and diagnostic research to understand the problem.

Keywords: Bullying. Culture of Peace. School management.

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INTRODUCTION

During recent years, there has been a growing increase in the number of conflicts in schools, some of them even violent (Veloso, Pimentel, 2023). As an example, on March 27, 2023, an attack took place at the Thomazia Montoro State School, in the South Zone of São Paulo, resulting in the tragic death of a teacher, and the hospital care of other victims.

In the article "Between the walls of the Thomazia Montoro State School", published on March 28, 2023 on the *G1* website, the authors report that the institution was an environment vulnerable to violence, with numerous cases of *bullying* and mistreatment. This is evidenced in the excerpt from an interview with a former student of the school: "According to a former student, everything that was different became the target of oppression practiced by other students. " I tried to commit suicide because of this, luckily they helped me in time. I spent three months afraid to step foot in a school," she said. (White; Stabile; 2023).

In this way, it is evident that *bullying*, sometimes mistakenly identified as a mere joke, can bring irreversible consequences. However, as postulated in article 1 of the 1996 Law of Basic Guidelines for National Education (LDBEN), "school education should be linked to the world of work and social practice", and it is necessary that these institutions promote stability, dignity, empathy and a culture of peace.

In view of this violent school context, it is necessary to resort to research aimed at promoting the Culture of Peace and projects to combat school violence. These measures, in addition to contributing to the improvement of the education system, also benefit the health system and the economy, as it is believed that the difficulty in socializing and assimilating knowledge, resulting from exposure to violence, hinders the insertion of students in the labor market and in the production of qualified labor, generating financial instability for the victims of school violence.

This article aims to identify, analyze and characterize the actions in basic education schools for the prevention of *bullying* and the promotion of a culture of peace, focusing on the role of school managers. These have a leadership role within educational institutions, and their function is to manage the institution, collaborate for an effective pedagogical plan and dialogue with the community.

For the construction of this article, it was based on the qualitative approach by analyzing subjective aspects when problematizing social facts, without the intention of

quantifying the information, as Silveira and Córdova (2009, p. 31) justify when they say that the approach presupposes understanding and not numerical representativeness.

As for the methodological procedures, it is based on bibliographic research, by exploring materials already developed (Gil, 2002, p. 44) and documentary, using sources from different areas of knowledge, as a strategy of analysis and interpretation, consisting of a rich and stable source of data (Gil, 2002, p. 46).

THE PROBLEM AND THE EMERGENCE OF CONFLICTS OF VIOLENCE IN SCHOOL

It is understood that, although violence is present in the various social sectors, the school should be a place of plurality, where all students are welcomed and respected. However, in the face of such cultural diversity, it is evident that there are conflicts, however, these must be managed and resolved, and it is of paramount importance to work and develop projects for pedagogical actions of tolerance.

Conflict is inherent to the educational system itself and there is a need to understand that the school is a broad space, composed of different people, from multiple cultures, ages, and diverse understandings, which can naturally result in conflicts (Grandini, 2022, p. 38). To manage these conflicts, it is necessary to find dynamic paths that collaborate for an integral and social formation, based on values, otherwise, new conflicts may arise with greater intensity. "Existing and unmanaged, or poorly resolved, conflicts can lead to another even more alarming sphere, violence in the school space and that so harm the pedagogical process and even in the adequate formation of schooling and citizenship of our students (Grandini, 2022, p. 39)".

Brazilian Law No. 13,185, on November 6, 2015, considers *bullying* as:

§ 1 [...] any act of physical or psychological violence, intentional and repetitive that occurs without evident motivation, practiced by an individual or group, against one or more people, with the aim of intimidating or assaulting them, causing pain and anguish to the victim, in a relationship of power imbalance between the parties involved. (Brazil, 2015).

In other words, *bullying* is a set of aggressive, physical or psychological behaviors that occur frequently and manifests itself in a social action with dynamic interactions, which can manifest itself in the following ways:

I - verbal: insulting, cursing and pejoratively calling names; II - moral: defaming, slandering, disseminating rumors; III - sexual: harassing, inducing and/or abusing; IV - social: ignoring, isolating and excluding; V – psychological: to persecute, frighten, terrorize, intimidate, dominate, manipulate, blackmail and make hell; VI - physical: punching, kicking, hitting; VII – material: stealing, robbing, destroying another's belongings; VIII - virtual: depreciating, sending intrusive messages of intimacy, sending or tampering with photos and personal data that result in suffering or with the intention of creating means of psychological and social embarrassment (Brasil, 2015).

It is understood "that the aggressor is characterized by having an intimidating power over the victim, since witnesses of violence often consider him a popular leader and fear reprisals or social exclusion" (Monteiro; Assinelli-Luz, 2019, p. 266). The aggressor can also use threats or physical violence to assert himself. In this way, the participants in this violence can be characterized as:

The victims or targets are those who suffer the aggression. In general, they are shy, introverted, with low self-esteem. The aggressors or perpetrators of *bullying* are those who practice violent action. They are popular, aggressive, have difficulties in following rules and lack empathy. The spectators or witnesses are those who observe the action. In many cases, they can be permissive and omission, not denouncing what they have seen for fear of reprisals. (Monteiro; Assinelli-Luz, 2019, p. 266).

However, systematic intimidation can present itself in a "subtle way, where the cohesive force of one group over another group, or a person, is characterized as a mere innocent game, where everyone has fun" (Grandini, 2022, p. 55). In many cases, educators end up not identifying violence, thus omitting this situation. However, despite seeming like a joke, *bullying* is extremely cruel to the victims, accentuating in them situations of loneliness, depression, pain and suffering.

Usually, this violence occurs due to conflicts of ideologies, intolerance, racism and prejudices, this comes from "social and gender norms" (UNESCO, 2019, p. 17). As shown in the research produced by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019), the main characteristics of the victim are: gender, sexual orientation, appearance, ethnicity and nationality.

In gender issues, *bullying* manifests itself mainly through harassment, characterized as "acts or threats of sexual, physical or psychological violence, exercised as a result of gender norms and tacit or unconscious attitudes, which enable stereotypes and are reinforced by unequal power dynamics" (UNESCO, 2019, p. 18).

Thus, situations of harassment, sexual violence, coercion and rape are the bases of violence suffered in schools, linked to unequal power relations between men and women,

emphasizing gender inequality. From reading the news "Boys suffer more physical *bullying*. Girls, moral" published by the author Flávia Yuri Oshima (2017), it is believed that moral school violence is more practiced by girls, while by boys physical violence is highlighted.

Bullying causes "pain and anguish to the victim", and this can bring "serious socio-emotional consequences to students and in some cases irreversibly" (Grandini, 2022, p. 55), since it affects "the physical, emotional and mental development of students, installing feelings of fear, anguish and insecurity" (Monteiro; Assinelli-Luz, 2019, p. 266). These consequences can be observed in the short and long term, as "although some of these symptoms may disappear naturally when *bullying* and *cyberbullying* end, many victims continue to suffer a higher risk of mental health problems." (Rosa, 2022, p. 112).

Because it is a social violence, it is common for victims to present "interpersonal difficulties, feel depressed, lonely or anxious, have low self-esteem, suicidal thoughts or attempt suicide" (UNESCO, 2019, p.28). This leads to "victims finding it more difficult to make friends in adulthood and are less likely to live with a long-term partner" (Rosa, 2022, p. 112), as this violence ends up humiliating and repressing them, which can impair their ability to trust and socialize.

In a survey published on the Valor Globo website on the possible causes and origins of *bullying* in 2022, it points out that after suffering violence, 43% of children reported feeling irritation and nervousness, about 34% suffered from deep sadness and 24% felt that life is not worth living. These feelings aggravate the case of the victims, and can trigger physical and psychological illnesses, such as depression, aggressiveness, anemia, bulimia, among other disorders. "Early exposure to violence can compromise brain development and damage other parts of the nervous, endocrine, circulatory, musculoskeletal, reproductive, respiratory, and immune systems, with lifelong consequences." (UNESCO, 2019, p.30).

Another devastating consequence mainly affects the aggressors, who can develop serious social, physical or psychological problems. Their exposure to school violence can trigger drug or alcohol addiction, criminal and antisocial thoughts. "Participation in school *bullying* can be a predictor of future antisocial or criminal behavior. Being subjected to *bullying* is also related to a higher risk of eating disorders and social and relationship difficulties" (UNESCO, 2019, p.30).

In addition, *bullying* is characterized as a pedagogical and learning problem, and the act "can make children and adolescents afraid to go to school, as well as interfere with their

ability to concentrate in the classroom or participate in school activities" (UNESCO, 2019, p.27). This results in a higher unemployment rate among victims, as they go on:

Avoiding school activities, skipping classes, or dropping out of school altogether negatively affects academic performance and results, as well as future employment possibilities. Children who are victims of violence may get low grades and be less likely to achieve higher education. (UNESCO, 2019, p.27).

Violence in schools brings with it consequences not only for the teaching and learning process, but also causes damage to physical and mental health and implications for the future of the subject. Therefore, the legislation supports and instructs educational institutions to make a commitment to confront violence and *bullying*, guaranteeing the dignity of human rights and the rights of children and adolescents.

THEORETICAL AND LEGAL ASPECTS FOR COPING WITH *BULLYING* IN THE SCHOOL ENVIRONMENT

The fight against school violence and systematic intimidation requires the participation of the entire school community, and democratic pedagogical action is essential, with "principles aimed at collective decision-making" (Rosa, 2022, p.77). To eradicate violence in the school environment, it is "necessary to have a joint intervention plan between family, school and social bodies, in order to improve the environment and learning" (Gonçalves; Viana; Lacy; 2016. p. 2-3).

To understand democratic management, it is essential to understand its historical context in education. During dictatorial governments, democracy, the rights and duties of citizens were repressed. The educational policies of this period focused on solving political-economic problems, guaranteeing labor rights, a committed workforce, and the improvement of society's living conditions.

However, after the crisis of the 90s, Brazil underwent a reform in basic education driven by globalization, turning to neoliberalism. In this period, the construction of a democratic society was already underway and the new educational projects sought to accelerate this construction, making the school and the educational process responsible for bringing to the context of the classrooms themes and subjects that go beyond the traditional curriculum, that is, beyond fragmented concepts and information.

Currently, it is understood "that democracy must be taught and learned, through its exercise and its practice of participation" (Rosa, 2022, p.80). Therefore, school institutions

seek an educational reform based on freedom, citizenship and democracy. To serve as a model of a democratic system, educational institutions began to have the school manager as a leading figure. This manager, together with the school community, must implement democratic management, with "principles aimed at collective decision-making" (Rosa, 2022, p.77), articulating the pedagogical plan with the demands of citizenship and work, involving the entire community in pedagogical decisions. Thus, democratic management "is about making decisions, organizing, participating and directing the educational policies that are developed in the school committed to the formation of citizenship, it is a commitment of those who make decisions, of those who are aware of the collective" (Santana, 2021, p.4).

The actions of the school manager must respond to the desires of the whole society. One of its functions is to communicate with the school community, because in democratic management dialogue is fundamental. "Dialogicity is the essence of education as a practice of freedom, it is capable of driving a management that prioritizes dialogue, participation and emancipation, which leads to citizenship and democracy" (Rosa, 2022, p.77).

In view of this, the LDBEN, promulgated on December 20, 1996, in its article 2, establishes that "education, a duty of the family and of the State, inspired by the principles of freedom and the ideals of human solidarity, aims at the full development of the student, his preparation for the exercise of citizenship and his qualification for work" (Brasil, 1996).

In order for this education to be effective, LDBEN pointed out in Article 3 the principles of education, making school managers professionals at the forefront of administrative processes, planning, application of legislation and interpersonal relations with the school community, composed of employees, government organizations, students, parents, guardians and the local community. Cymbaluk (2021), points out that to achieve these goals, the school manager must: "have the skills to influence, motivate, interact and organize processes and people, with a view to promoting organizational, administrative and pedagogical innovation, opening space for the educational community to participate in the various decisions, conflict mediation, planning, projects and actions." (Cymbaluk, 2021, p. 22).

Therefore, the school manager must act within educational institutions to promote moral and ethnic values, evolving the construction of citizenship and improving the conditions of the community. A "school that values an environment of relationships based on trust, respect for differences, and the rights of the human person and his or her freedom"

(Rosa, 2022, p.84), contributes to the formation of a more cohesive organization inherent to violence and deprivation of human rights.

The culture of peace is one of the main forms of awareness and search for peace within institutions. It privileges mediation in conflict resolution, using the practice of dialogue and respect for diversity. Educational managers use the culture of peace as an essential tool to combat school violence, based on the construction of democratic, cultural, political and economic values of Brazilian society, contributing to a quality, egalitarian and peaceful education.

As a social movement, the culture of peace used as a tool to combat violence had its official beginning at the United Nations General Assembly in 1999. On that occasion, a declaration was drawn up that characterizes it as "a set of values, attitudes, traditions, behaviors and lifestyles" (UN, 1999, p.2), based on the following principles:

a) respect for life, the end of violence and the promotion and practice of nonviolence through education, dialogue and cooperation; (b) in full respect of the principles of sovereignty, territorial integrity and political independence of States and non-interference in matters which essentially fall within the internal jurisdiction of States, in accordance with the Charter of the United Nations and international law; (c) in full respect for and promotion of all human rights and fundamental freedoms; d) The commitment to the peaceful solution of conflicts; (e) Efforts to meet the needs of development and environmental protection for present and future generations; f) Respect for and promotion of the right to development; g) Respect for and promotion of equal rights and opportunities for women and men; h) Respect for and promotion of the right of all people to freedom of expression, opinion and information; i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; (UN, 1999, p. 2-3).

In September 2015, in New York, a meeting took place at the United Nations headquarters to delimit the new Global Sustainable Development Goals, which should be achieved by the year 2030. 17 topics were defined, with number 16 being understood as "Peace, justice and effective institutions", this aims to "promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels" (UN, 2015, p.19).

To achieve these goals, the culture of peace uses morality and ethics to raise awareness and reflect on sustainability and life. The main strategy to apply the culture of peace is through teaching, because, according to Grandini (2022), education is what enables social transformation, it is through education that young people acquire the ability to exercise citizenship and achieve better living conditions.

INSTITUTIONAL ARTICULATIONS AND COOPERATION FOR THE PREVENTION OF BULLYING

Currently, it is understood that the best strategies for coping with oppressive behaviors within the educational institution are preventive and restorative measures, worked on consciously and progressively. This is due to the fact that "children and young people are those who have the least participation in the violent act since, even when they promote violence, they are themselves victims of the same violence" (Chrispino; Dusi, 2008, p. 603).

During 2019, the main strategy in Brazil addressed by the Ministry of Education to combat violence in schools was the implementation of the civic military project. This project aimed to insert military personnel in school institutions with the objective of "strengthening human, ethical, and moral values as well as encouraging integral formation as citizens and promoting a sense of belonging in the school environment" (MEC, 2019), in addition to "improving the infrastructure and organization of the school to improve the use of resources available in the school unit" (MEC, 2019).

However, in March 2023, with the new administration of Minister of Education Camilo Santana, the Ministry of Education reviewed its priorities, defending "another model of education for Brazil, a concept of public, free and quality education for the Brazilian people" (Brasil, 2023). In view of this, the civic military project was revoked. The justifications presented by Minister Camilo Santana included the project's lack of compliance with LDBEN and a Datafolha survey "72% of parents said they trust teachers more than military personnel to work in schools" (Brasil, 2023). The Minister also informed that the application of the civic military project was a unilateral decision of the Ministry of Education, without consulting the community and other sectors.

For the progress of learning, it is necessary to implement democratic management, so the civic-military project is not viable for application on a large national scale, as it has an authoritarian character and its results are based on only 0.28% of all Brazilian schools. In a report published on the Ministry of Education portal in 2023, it was reported that they currently allocate 3.1 billion reais for investments in promoting a culture of peace and combating violence in schools. Among the measures, already adopted by the Ministry of Education, are: the creation of a direct channel for reporting attacks or threats in schools, which was provided for by the Ministry of Human Rights and Citizenship, in addition to establishing a partnership between state and municipal education departments to develop

continuing education processes with a view to the safety and protection of the school environment in partnership with higher education institutions.

These actions, designed and thought out, are the result of an analysis of studies and research that aim to identify the causes, consequences and actions to combat school violence. With this, it becomes necessary to know and identify research on school violence and the promotion of a culture of peace. In this regard, the research "Intervention of the school manager in the face of *bullying*", published in the journal EUMEDNET, showed that of 240 elementary school students, 176 have already been *bullied*, mainly within the school, especially in the classroom. Thus, the importance of developing actions in the school environment to combat bullying is clear.

The school environment needs to be welcoming, tolerant and inclusive. For this, it is necessary for the school to adopt "a solid school management by school boards of directors and principals, and school policies aimed at staff and students on violence and *bullying* and their codes of conduct" (UNESCO, 2019, p.37), as these elements corroborate to clarify what is expected of teachers, staff and students in the face of systematic bullying.

An effective law to combat school violence is Law No. 14,811, issued on January 12, 2024, composed of ten articles with the purpose of "instituting measures to protect children and adolescents against violence in educational establishments or similar" (Brasil, 2024). In its third article, the law demonstrates those responsible for combating violence:

Art. 3 It is the responsibility of the local government to develop, together with the public security and health agencies and with the participation of the school community, protocols to establish measures to protect children and adolescents against any form of violence in the school environment provided for in the sole paragraph of article 2 of this Law. with specific actions for each of them.

In addition, this law adds in article 146 of the penal code (Law No. 2,848/1940) *bullying* and *cyberbullying* as crimes against personal freedom of an embarrassing nature, which are subject to fines or imprisonment.

It is understood that one of the main alternatives for combating the *bullying* It is the creation and organization of socio-educational projects prepared jointly by school managers and the school community. These socio-educational projects need to "establish actions aimed at promoting a culture of peace in schools" (Brasil, 2018) through democratic management.

Within the educational institution, the school manager is mainly responsible for ensuring an environment prone to teaching and free of aggression, for this it is necessary that he and the school community: Invest in a school climate that allows working with political options, emotions and feelings, creating spaces for discussions and debates and that, even with confrontations and disagreements, be free of tensions and aggression (Rosa, 2022, p. 84).

It is of paramount importance that the management team and its employees have the skills to deal with conflict mediation. According to the author Antônio Nóvoa (2007), the success of any reform action only happens with the active involvement of teachers in the planning and development of the project. In addition to teachers, it is essential to include the school community in this process. For Nóvoa, training must be integrated and permanent in education, as its need comes from the daily experiences of pedagogical professionals. Nóvoa points out that continuing education must respond to a problem identified from school experiences, being solved through school management and organization, and curricular practices. (Nóvoa, 1992, p.18).

In this sense, during continuing education, it is necessary to present to employees the legislation that contributes to combating systematic bullying, in addition to presenting strategies to identify and mediate cases of bullying. *bullying*. This contributes to the promotion of a culture of peace through "nonviolent approaches to disciplining" (UNESCO, 2019, p.38).

In this way, the Department of Education of the State of Paraná implemented, in the first half of 2023, a Training Course in School Security together with public security forces. "The course contains modules with distance content, face-to-face lectures and practical activities" (Paraná, 2023). These modules seek to provide guidance on preventive measures to ensure everyone's safety, with escape techniques and school protection. "The course also contains guidance on peaceful conflict resolution, knowledge and identification of harassment situations, as well as possible cases of harassment *bullying*" (Paraná, 2023).

Recently, the Brazilian Association of Psychiatry (ABP) promoted a booklet with the title "*bullying* is not a joke", with the objective of "contributing to educational initiatives aimed at guiding children and adolescents against *Bullying* and *Cyberbullying*" (Silva; Júnior, 2023, p.3). This booklet can be worked on and made available to the school community, highlighting symptoms and elements that can be identified in children who suffer *bullying*. This is important, as "adults see violence, including physical punishment, fights and *bullying*, as a normal part of the discipline or growth process, and do not recognize its harms" (UNESCO, 2019, p.41).

The need to create partnerships with the spheres of health and public safety becomes evident, because, in order to prevent and treat *bullying*, joint action of articulation is necessary. This articulation between the sectors corroborates the inclusion of other professionals trained to debate and find effective solutions.

The manager of a school often does not have enough academic training or knowledge to deal with psychological or psychiatric situations, which a large number of students present in schools, but it is necessary to be aware of the responsibility to be aware of the change in the behavior of students, to call the family and to seek guidance and help from other professionals, to carry out actions and interventions that will effectively help young people who are going through moments of extreme vulnerability. (Cruz; Lopes Oliveira, 2017, p. 62).

In this quote, the need for help from the health sectors is evident, as cases of *bullying* are often linked to situations of psychological vulnerability. In addition, it is necessary to highlight that the first steps in treating and combating violence are the identification of the problem and complaints, with parents, guardians and students as the central figure, who are the first to feel the effects of what happened.

Therefore, "to offer accessible, confidential and sensitive reporting and information mechanisms to children; provide guidance and support; and referral to health services" (UNESCO, 2019, p.32) are the main ways to combat *bullying* and promote the Culture of Peace.

To facilitate collaboration between health and education, on January 16, 2024, Law No. 14,819 was enacted, which "Establishes the National Policy for Psychosocial Care in School Communities" (Brasil, 2024). This law is fundamental for "the development of promotion, prevention and psychosocial care actions within schools" (Brasil, 2024).

In article 2, the law defines its objectives:

I- To promote the mental health of the school community; II - to guarantee access to psychosocial care for members of the school community; III - to promote intersectorality between educational, health and social assistance services to guarantee psychosocial care; IV - to inform and sensitize society about the importance of psychosocial care in the school community; V - to promote the continuing education of managers and professionals in the areas of education, health and social assistance in the area of mental health; VI - to promote assistance, actions and lectures aimed at the elimination of violence; and VII - disseminate scientifically verified information and clarify incorrect information related to mental health. (Brazil, 2024).

It can be observed that there is legal support to serve students, teachers, the school community, families and society as a whole, to eradicate violence in schools and also, article 3 stresses that for the implementation of this law it is necessary:

I - participation of the school community and the community in which the school is inserted; II - multidisciplinary approach and intersectoriality of actions; III - broad integration of the school community with the primary health care and social protection service teams of the territory where the school is located; IV - guarantee of the provision of psychosocial care services for the school community; V - non-discrimination and respect for diversity; VI - participation of students as active subjects in the process of construction of psychosocial care offered to the school community; VII – exercise of citizenship and respect for human rights; VIII - articulation with the guidelines of the National Mental Health Policy, through the psychosocial care network and the National Primary Care Policy.

The applicability of socio-emotional and educational projects is one of the main alternatives for managers in Paraná to achieve these goals. To exemplify, two programs pointed out on the *website* of the city of Curitiba stand out, Dialogue, Ignore, Gain Distance and Find Help – DIGA (2020) and, Curitibahas da Inclusão: *Bullying* Não (2019).

Developed by the Federal University of Paraná (UFPR), the DIGA aims to promote positive relationships in the family and at school. This program offers continuing education courses for teachers and activities to be developed in the classroom, with the aim of improving personal relationships and promoting peace. Initially designed to be worked on in educational institutions, it was adapted during the Covid19 Pandemic to be practiced at home. The program's Facebook platform contains several videos on anti-violence topics and the promotion of a culture of peace, however there has been no update since April 2022.

Launched in October 2018 for Schools and Municipal Centers for Early Childhood Education (CMEIs), Curitibahas da Inclusão: *Bullying* It does not aim to: "sensitize the students of the network through reflection and the execution of educational measures. The proposal also aims to awaken in students and education professionals a more sensitive look to identify traces of possible aggressions, contributing to prevention." (Curitiba, 2018).

This program presents informative booklets on *bullying*, in it there are characteristics to identify systematic intimidation, the agents of violence, the consequences and what is necessary to avoid *bullying*, in this last topic the following results are presented: "talk to students and listen carefully to complaints and suggestions; encourage students to report *bullying situations*; create, with students, rules of discipline consistent with the school regulations; encourage positive leadership, preventing future cases." (Curitiba, 2018).

Socio-emotional projects and the results of combating systematic violence can only be identified through reports and diagnostic evaluations, as pointed out in Law 13.185/2015 in article 6, mandatory bimonthly "for planning actions" (Brasil, 2015).

Law No. 13,185/2015 provides for actions to combat *bullying*, such as:

II - to train teachers and pedagogical teams for the implementation of actions for discussion, prevention, guidance and solution of the problem; II - to implement and disseminate education, awareness and information campaigns; IV - to institute practices of conduct and guidance of parents, family members and guardians in the face of the identification of victims and aggressors; V - to provide psychological, social and legal assistance to victims and aggressors; VI - to integrate the mass media with schools and society, as a way of identifying and raising awareness of the problem and a way of preventing and combating it; VII - to promote citizenship, empathetic capacity and respect for others, within the framework of a culture of peace and mutual tolerance; VIII - to avoid, as far as possible, the punishment of aggressors, favoring alternative mechanisms and instruments that promote effective accountability and the change of hostile behavior; IX - To promote measures to raise awareness, prevent and combat all types of violence, with emphasis on the recurrent practices of systematic intimidation (*bullying*), or physical and psychological embarrassment, committed by students, teachers and other professionals who are members of the school and school community. (Brazil, 2015).

To effectively combat systematic bullying, it is crucial to open space for dialogue with students and the school community, promoting lectures and debates to raise awareness and create bonds with all those involved. The dissemination of information helps to create and improve a support network for students with socio-emotional difficulties. Through education and the promotion of a culture of peace, a solidary, empathetic and tolerant community identity is built, which is fundamental to combat school violence.

CONCLUSION

It was found that one of the main forms of violence present in educational institutions is *bullying*, therefore, it is essential to have an education that promotes the Culture of Peace to combat systematic intimidation. It is understood that, for this, a democratic education is necessary, where the participation of the entire school community is indispensable. Furthermore, the articulation between education and other government sectors needs to be organized to ensure a school environment conducive to teaching.

However, it is necessary for the school manager to address the topics of *bullying* and the culture of peace, as established in article 12, items IX and X of the LDBEN, with regard to the duties of educational establishments: "to promote measures to raise awareness, prevent and combat all types of violence, especially systematic intimidation (*bullying*), within

the scope of schools and establish actions aimed at promoting a culture of peace in schools" (Brasil, 2018).

These items guide the work of the manager to develop with teachers, employees, students, families, an effective pedagogical plan to combat violence in schools. To this end, the main elements pointed out in this research are: including strong and exemplary leaders; a teaching-friendly, welcoming and tolerant environment; to train qualified professionals through the provision of courses, lectures and debates; find partners who can invest and collaborate to combat violence; services and support that are effective, that help to treat and raise awareness of victims, aggressors and bystanders of violence; and to promote research to understand how violence manifests itself in school.

In addition, it is evident the need for school managers to create partnerships with the spheres of health and public safety, as the prevention and treatment of *bullying* requires joint action of articulation. This articulation between the sectors corroborates the inclusion of trained professionals in the debate and the search for effective solutions.

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