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BULLYING IN THE SCHOOL ENVIRONMENT: STRATEGIES FOR INTERVENTIONS THROUGH MULTIDISCIPLINARY SUPPORT

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ABSTRACT

This is an exploratory qualitative research, which sought to assist school professionals in the management of adverse and conflicting situations. The objective was to analyze the understanding and the growth of the Bullying phenomenon in the school environment, listing the intervention strategies through multidisciplinary support in schools; these professionals being trained to help in this process. The article raises the proposal of knowledge of the reason for this phenomenon latent in our society, in the school environment; verifying how some authors evaluate the manifestations of this problem and what strategies are used by the school to assist in reducing these situations of conflict among students. The results considered the need for the implementation of public policies aimed at this growing demand at school, as this is one of the first social cycles in which the human being is inserted, and that composes the formation of personality. It is also important to have psychology and social assistance professionals working in public and/or private schools to meet this demand.

INTRODUCTION

The school environment plays an essential role in human development, this educational institution is seen as a space that should care and be committed to learning and the welfare of the child. However, this environment, which should be pleasant and healthy, has been the scene of frequent attitudes that involve acts of violence among students, thus making evident the constant growth of the bullying phenomenon. Currently, there are several manifestations of violence included in the school environment: some are directed to teachers and employees and others to students. However, there is a form of violence that is usually veiled and usually occurs among the students themselves. Today, it is known that this form of violence, not seen, has been spreading and reaching worrying proportions, for

instance, who has not been victim of constant pejorative nicknames, aggressive jokes during school time and being chased by some schoolmates, apparently without any justification? As a result, many children, persecuted and negatively labeled, are excluded from games, group activities or friendship circles, thus keeping negative memories of school time. This type of violence has unfortunately always existed in a silent way and has grown frighteningly and gained a voice, it is called bullying. This evident phenomenon, bullying, is characterized by being a worldwide problem found in all schools, whether private or public, which has been expanding in recent years. Bullying behavior in educational institutions has been a serious problem, as it generates a significant increase in the spread of violence among students, thus discouraging them from attending some environments, including school. The practice of this type of violence is seen by the authors dedicated to this subject as "Bullying Phenomenon".

This phenomenon presents itself in a veiled, intentional and repetitive way, within an unequal power relationship, for a long period of time against the same victim, without obvious reasons, adopting cruel, humiliating and intimidating behaviors, generating irreparable consequences, be they physical, psychological, emotional or behavioral (FANTE, 2005). This article is an exploratory and qualitative research, with the general objective of analyzing the understanding and growth of the Bullying phenomenon in the school environment, listing intervention strategies through multidisciplinary support in schools. In order to reach these objectives, it was verified by the proposal of knowledge of the reason of this latent phenomenon in our society, mainly in the school environment, being observed how some authors evaluate the manifestations of this problem and what strategies are used by the school to help in the reduction of these situations of conflict. among students. This article is justified by the fact that the word bullying has often been exposed in the media and has been the subject of debates, articles and even soap operas and movies, but prevention and diagnosis have been difficult to understand. The relevance of this article lies in the opportunity to identify the forms and characteristics of bullying practiced in schools, and the contribution of the multidisciplinary team in this process, whether in the lives of victims, aggressors and witnesses, and especially the possibility of finding intervention measures that favor the reducing bullying in schools. It is hoped that through the information acquired on the subject in question, the stage for discussions between several scholars and professionals in the educational area, it will enable school professionals to help in the management of adverse and conflicting situations. The multidisciplinary team emerges as very important actors in this scenario, having the domain and competence to intervene and help to reduce this phenomenon, which has always been present in our society in a veiled way, but in recent years has gained a voice, in the sense of demanding more assertive actions in this combat, clearly demonstrating the need for public policies aimed at this demand, mainly because it is understood the need for a favorable and conducive environment for education, in the sense of flowing learning fully and independently of emotional pressures, in a significant way in the life of the student.

Bullying and its History Based on Some Studies: The first research involving bullying was carried out in Norway, when three Norwegian children and adolescents, aged between 10 and 14 years old, were identified as being persecuted and intimidated by their schoolmates, resulting in committing suicide, as a result of suffered attacks (Freire & Aires, 2012), after this fact there was an expansion to other Scandinavian countries in the period corresponding to 1970. In this way, school authorities of Scandinavian countries, started an action to finance research and the elaboration of educational alternatives aimed at reduction or elimination of bullying behaviors. According to research by Olweus (1995), after the initial studies, reflexive changes occurred, expanding research in European, Asian and North American countries. But what can be observed in these publications is the fact that even with studies on bullying, dissemination and knowledge arise, but few initiatives are presented, denoting that many advances still have to come to transpose reductionist interpretations on the subject. The concept of bullying according to Trindade and Menezes (2013) is present in the international literature, being normally adopted by Brazilian researchers, who see it in an individual and behavioral perspective, being in a way leading to the idea that "aggressive behaviors are within of the person, innately and instinctively" (p. 145-146). Therefore, they do not focus on the relationship between the phenomenon and the social and historical context (Francisco & Libório, 2011; Trindade & Menezes, 2013). The word "bullying" comes from the English origin, *bully*, which characterizes who is violent and is used to name "the conscious and deliberate desire to mistreat another person and put them under tension" (Fante & Pedra, 2008, p. 41). Through the contribution of Avilés Martínez (2006, p.82) bullying is purely intended to encourage "intimidation and mistreatment among schoolchildren repeatedly and maintained over time, always away from the eyes of adults, with the intention of humiliating and abusively submitting a defenseless victim [...]". With this, it is clear that the intention of Bullying is, therefore,

the phenomenon by which a child or adolescent is systematically exposed to a set of aggressive acts (direct or indirect), which occur without apparent motivation, but in an intentional way, carried out by one or more aggressors. This group interaction is characterized by power imbalance and lack of reciprocity; in it, the victim has little or no resources to avoid and/or protect themselves from aggression (Almeida et al., 2007). Thus, most students are withdrawn into small groups in the possibility of being forgotten, or even lose interest in participating in group activities, avoiding social contact, which results in the appearance of learning difficulties.

When showing school bullying, it is important not to focus only on the dimension of those involved and to blame the aggressors and victims, as if they were exclusively responsible for provoking or suffering bullying. It is essential to question bullying in conjunction with the broader social structure, this is justified by the need to perceive the reality of a given subject in its entirety (Vygotsky, 1995, 2001; Vygotsky, Luria, & Leontiev, 1989). A broader look at the totality of school bullying will make it possible to broaden the debates undertaken, by enabling the elaboration of an explanatory analysis of the phenomenon as opposed to its immediate description. The purpose of this article is to stimulate reflection about bullying, so that teachers, students and the technical and administrative staff who work in the school understand the issue and understand how to work effectively with the situation in combat and prevention in a less traumatic way, in order to avoid the harsh consequences of this practice. From this, during the execution of this article, some ideas are suggested about ways of preventing and intervening in this type of aggressive behavior. Although the school is an educational institution and must be committed to learning and take responsibility for the well-being of the child (student), it is not always welcoming when it comes to this topic. The occurrence of bullying at school is often neglected by the educators involved, which can cause serious consequences for the victim, such as physical, mental and social damage.

In principle, it is a growing worldwide problem, being found in any and every school, not being restricted to any institution: primary or secondary; public or private; rural or urban; Catholic, Methodist, Evangelical, Spiritist or other religions. It can be said that schools that do not admit the occurrence of bullying among their students are unaware of the problem or refuse to face it (GUIMARÃES, 2009). It is known that emotional damage is very harmful to life as a whole, victims of this phenomenon can suffer psychic damage that is difficult to repair and, eventually, they may develop various depressive disorders to a greater or lesser degree. Without focusing on the difficulties in socializing. During the school period, the victim of bullying may have difficulties in creating bonds of trust with schoolmates. As this is the time when students usually get together to study and perform school tasks, the failure to carry out this action will greatly harm this student. If they feel uncomfortable and have socio-emotional limitations to develop these school activities in a group, they will have learning difficulties, and may even assume the position of aggressors in new bullying situations. Protagonists, victims and others face short- and long-term physical and emotional consequences, which can drag on for a long period of time. (Lopes Neto, 2005). With this, it is known that the damage caused by the bullying phenomenon can start at school, but spread to other areas of personal life, adding several occurrences of violence and harmful consequences to the mental, physical and social health of these students. Another aspect that has been studied in depth is the cause, the root of the aggressors, who sometimes experience different types of aggression in their own family and, therefore, portray their experiences through bullying. According to Bandura, Azzi and Pollydoro (2008) Ross and Ross (1961), inform that children and adolescents can learn through observation/conviviality and through the imitation of cognitive models and parental behaviors (or not), physical and verbal aggression by simple repetition of what was observed. When comparing groups exposed to aggression, non-aggression and controls, the quantity of imitation of physical and verbal aggression was higher for the groups directly exposed to aggressive models than for those who were not exposed to an

aggressive model, and the scores related to male models of aggression were even higher. As a result, boys tend to more easily reproduce a model of physical aggression, while girls more easily repeat a model of verbal aggression, which is not very common among boys. The process of human development makes them sociable beings, who learn through teaching and through peers, sometimes these behaviors are inserted either in the family environment or in groups. It is understood that any form of violence represents a threat to the process of cognitive, psychological and social development of the human being, generating consequences in the life of the individual, drastic consequences in school learning. It is in the school space that children and adolescents spend most of their time. The school's function is to stimulate the development of skills, critical thinking, learning and the formation of citizens who are able to reflect and live in society in order to contribute to certain actions throughout their development. It is observed that the routine of aggression and violence in the school environment has been increasingly present, and the school has shown itself to be incapable of working with the affectivity of the students.

The Bullying Consequences in Schools: Bullying is today, without a doubt, one of the most discussed topics around the world, which arouses growing interest in the various sciences and social spheres. In the midst of the discussions, naturally, there is an infinity of opinions and publications that try to explain the phenomenon and the reasons that lead an individual or group to act in such a way. There are the identification of several characteristic behaviors of bullying: hitting/physically assaulting, stealing, damaging objects, extorting, threatening, frightening, insulting, badmouthing or not talking with excluding, discriminating, lying about or spreading rumors, intimidating, threatening, mocking, teasing, harassing, making vulgar comments or gestures and/or sexual jokes, sexually abusing or harassing. (Matos, Negreiros, Simões, & Gaspar, 2009). In addition to this variety of aggressive behaviors, they are further divided into direct and/or indirect aggressive behaviors according to scholars. (Freire, P., Veiga Simão, & Ferreira, 2006; Martins, 2009; Olweus, 1999).

Direct aggressive behaviors are behaviors that occur "face to face", which is characterized by actions of direct confrontation with the target subject, where the aggressor and the victim know each other's identity (Fernandes & Seixas, 2012; Seixas, 2009). With regard to indirect aggressive behavior, the damage caused to victims with this type of aggressive behavior, although apparently not very expressive, is quite harmful. It occurs most often when the target child or young person is absent, thus there is no face-to-face confrontation. This type of aggressive actions is called relational bullying as it affects the victim's interpersonal relationships, that is, the personal and social networks of friendship and support. When this aggressive behavior occurs in digital media it is called cyberbullying. Here, the victim begins to receive the dissemination of aggressive or intimidating acts digitally, on social networks of interpersonal communication (Amado, 2010; Fernandes & Seixas, 2012). Regarding the investigated references, the most common aggressive behaviors in the school context of children and young people are physical, verbal and exclusion (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992; Ladd & Kochenderf. In the school environment it is necessary to distinguish the threshold between an acceptable joke and an aggression. Distinguishing this feat is not as easy as it seems, the professional needs to be aware and be prepared for this feat, a practical example that can be started is to make students put themselves in the victim's shoes, thus practicing the process of empathy, the nickname is funny? Is it pejorative? The colleague likes this kind of joke, what if it was me? When noticing bullying, the teacher must correct the student. And in cases of physical violence, the school must take the necessary measures, always involving parents in this process (COSTA 2009).

In the case of bullying, which are verbal and/or physical aggressive attitudes, teachers, employees and school management need to be attentive, to talk, to explain to their students that a certain posture is not appropriate. It is pertinent to inform the family about what is happening at school, and to guide them towards a possible change in the attitude of both parents and children. This is in line with what

(GUARESCHI 2010, p. 10) states:

> The human being has his conscience, his knowledge. Whenever a child is born, he begins to interact with others and with objects, and thus he builds up the world. This is knowing, this is experience; the child already arrives in the world learning, and learning is not just verifying knowledge, but it is trying to know what the person next to me is knowing. And then, problematize so that the person begins to act and become the subject of their learning.

So as Guareschi (2010, p. 10) emphasizes. Bullying needs to be problematized so that the person starts to reflect on the problem and act, becoming the subject of their learning. Bullying is a social problem in which intolerance of others is present. The practice aims to banish the stigmatized person from the group and the stigma is placed as something inferior to the group. However, not all stigmatized people can leave the group and this causes an act to become continuous acts of inferiorization of that person. The practice of bullying is only possible from the moment there is some social support that understands that stigma is not good for a given society. There is a kind of "rationalization" of stigmas and prejudices, which prevents them from being easily detected as constructions of disrespect and hatred (GUIMARÃES 2006). Bullying often begins with the refusal to accept a difference, whatever it may be, but always notorious and comprehensive, involving religion, race, physical height, weight, hair color, visual, hearing and vocal deficiencies; or it is a psychological, social, sexual and physical difference; or it is related to aspects such as strength, courage and sports and intellectual abilities (FANTE, 2005).

The consequences of bullying for victims are numerous. Affected school performance is one of them. The learning difficulties demonstrated by those who suffer abuse are visible. Many students, who previously showed interest in the content, suddenly stop questioning when they have doubts, fearing being ridiculed by bullying. Students who were performing above average suddenly stop performing tasks and show interest in classes, for fear of being segregated and negatively labeled. It is relevant to show what forms of abuse are considered bullying, according to Fante and Pedra (2008, p. 63). The forms of abuse are: physical (hitting, kicking, pinching); verbal (nickname, curse, mock); morals (defame, slander, discriminate); sexual (abusing, harassing, insinuating); psychological (bullying, threatening, harassing); material (stealing, stealing, destroying belongings); and virtual (mocking, discriminating, defaming, through the internet and cell phone). According to research carried out by Fante and Pedra (2008, p. 36), there are several types of bullying, in studies on bullying, the types of mistreatment found are: physical, verbal, moral, sexual, psychological, material and virtual. They occur when one or more students elect a victim to be the group's "scapegoat" and exert coercive force against him, with aggressive attitudes, against which the victim is unable to defend himself. The authors mobilize the opinion of colleagues against the victim, through defamatory rumors or nicknames that accentuate some physical, psychological characteristic or demeanor considered negative, different or weird.

The research carried out by Middelton-Moz and Zawadski (2007, p. 87) presents us with contributions for addressing bullying situations. According to these authors, a large number of studies dealing with resilient children, from difficult and traumatic backgrounds, indicate that the main factor to make a difference in their lives is an adult reference model that shows compassion, concern and care and that is able to give examples of healthy behavior. All the bullies and victims who generously told us their stories said there were only one or two people who cared and believed in them at some point in their lives and who made a difference. Because of them, they were willing to dedicate themselves to changing their bullying behavior and making other necessary changes to lead happy and healthy lives. It is believed that there are solutions, but it is necessary to have interest and commitment from the school linked to the family, and it does not take a large number of people involved in the treatment, but that they are

effective, individuals willing to help those involved in bullying, in order for these children/students to develop resilience, which is the change of behavior, so that they follow the good, correct example.

The multidisciplinary team's contribution to fight bullying: The types and forms of violence caused by bullying have already been listed, and how these traumas can be harmful throughout school life. For this reason it is necessary to train professionals to have a sensitive look at this reality, in addition to including psychologists and social workers to the effective group of professionals in schools, whether public or private. The psychology professionals, along with the teachers, are able to carry out a work of prevention and confrontation of school violence, one of them is characterized by bullying, thus, these professionals can help the school to build healthier spaces and relationships. But, for that, it is of fundamental importance that they are inserted in the school environment, participating in the daily life of the students so that they can have a specific and more reality-oriented performance. The psychologist entered the school/educational area initially to help and identify students with learning disorders, today it is necessary at various times. It is in the field of personal relationships established within the educational institution in which they are inserted that the Psychology professional will be able to develop new alternatives for their work. The psychologist must occupy a place of listening, welcoming, enabling the creation of spaces for discussion and construction of knowledge so that these problems are discussed and the search for solutions is shared as a whole (Martins, 2003). The psychology professional needs to be involved with the school's dilemmas and difficulties, making their actions shared with teachers, opportunities that favor reflections on the cases presented, in order to assume a role of agent of change, in which they are also open to the students who are there, as trust needs to be established and made concrete through new habits and relationship building.

For the work of preventing bullying at school, it is important to know the laws and penalties that can be applied to mitigate and mainly prevent the phenomenon. This matter requires the presence of a lawyer for the lecture where the disciplinary measures will be presented, making individual activities available when the case requires, readings and debates on the topic involving all participants in school life, managers, teachers, employees, students, parents and community at large. Since school is the space where the student reveals the education he receives from his family, the environment where he lives, the model he has and what he learns. When students start living together, even for a short period of time, their differences appear and then conflicts begin. Facing these situations the school, in the main figure of the Guidance Counselor, together with all its professionals, cannot omit itself, because omission in the face of violence can generate deep scars in all involved. It can be said that the role of the school today is not only to teach or transmit knowledge, but to mediate information and relationships, training students to exercise their true citizenship. Learning and knowing in depth about this problem is to raise emotional, cultural and social aspects of these students, so the help of the psychologist and the social worker has this purpose of knowledge, analyzing the consequences of this problem knowing that we are biopsychosocial beings. Thus, it is possible to promote spaces for discussions and reflections that can be welcoming, raising themes for group discussion such as: empathy, respect for the limits, beliefs and differences of the other, difficulties in group relationships, various types of violence today (MARINHO-ARAUJO; ALMEIDA, 2008). Thus, the contribution of these professionals in the school environment can go far, making the student discover their potential as reflective individuals, and transform their attitudes in a group, helping to strengthen peer bonds, even in the passage of adolescence, which is a crucial phase for the constitution of his personality. According to Francisco and Libório (2015), the issue of bullying is inserted as a latent social and cultural factor, thus, this problem is not only found in schools, with this, it is necessary to take into account more effective bills that cover society in itself, involving the community in its various sectors and social classes. According to Law nº 13.185 - Programa de combate à Intimidação Sistemática (Program to combat Systematic Intimidation 'Bullying'), which

became popularly known as the Bullying Law, which says:

> In the context and for the purposes of this Law, systematic intimidation (bullying) is considered to be any act of physical or psychological, intentional and repetitive violence that occurs without evident motivation, practiced by an individual or group, against one or more people, with the objective of to intimidate or attack her, causing pain and anguish to the victim in a relationship of power imbalance between the parties involved (BRASIL, 2015, p.1).

Thus, it is clear that this theme goes beyond a simple problem, showing how much it is necessary to involve other actors to combat this emerging demand in our society. This Law gives names to different types of violence: physical attacks; personal insults; systematic comments and derogatory nicknames; threats by any means; derogatory graffiti; prejudiced expressions; conscious and premeditated social isolation. In addition to others that we can highlight: the verbal aggressions that can be characterized as: insulting, cursing and creating pejorative nicknames, moral: defaming, slandering, disseminating rumors; sexual: harassing, inducing and/or abusing; social: ignore, isolate and exclude; psychological: stalking, frightening, terrorizing, intimidating, dominating, manipulating, blackmailing, and tormenting; physical: punching, kicking, hitting; material: stealing, stealing, destroying someone else's belongings; virtual: disparage, send intrusive messages of intimacy, send or tamper with photos and personal data that result in suffering or with the intention of creating means of psychological and social embarrassment (LIMA; PEREIRA; FRANCISCO, 2018). Thus, it is important to consider and contextualize this information, so that the multidisciplinary team can identify and work with these demands. It is important to raise and seek public policies aimed at this subject, in doing so, the teams strengthen their commitment to the school, families and society.

CONCLUSION

In this study, it was possible to verify the importance of this theme, both in the school environment and in our society. For it is known that it has been present in schools for a long time, but only from studies and elaboration of an active Law, did it become more visible. Today, multidisciplinary teams are able to work with students, parents and professionals, leaving behind the omission that used to occur in these spaces for a while. It is important to consider the training of both education professionals and school staff to deal with these growing problems in our society. In addition to hiring professionals specialized in this issue, such as psychologists, social workers, and psycho-pedagogues, so that both can work together with teachers and parents of students in conflict at school, when appropriate. Currently the school occupies a place of trust for parents, it is a space where the child begins to have the first relationships with peers, being the child's second social space after his family social environment in his development process. It is hard to imagine that you will suffer bullying. For this reason, it is important to provide students with knowledge about the subject, and to make room for the work of the multidisciplinary team in this context. According to Francisco and Libório (2015), it is important to create more effective bills that cover society itself, involving the collectivity in its various sectors and social classes. By doing so, new public policies can be created aimed at this need that is so present in our society and distant from the perception of the students' parents. One hundred and fifty-three articles published on the subject in relation to bullying were listed, but only thirty-four articles were selected for use in the research, being those that contemplated the specific interest of the topic under study. It was considered as a result the need to implement public policies aimed at this growing demand at school. As an example of the implementation of a multidisciplinary team specialized and trained to meet this phenomenon and other assistance needs, considering that the school is the second social space, being one of the first social cycles to which the human being is inserted, and where he is offered teachings for the formation of the student's personality.

It is important to include professionals from psychology and social assistance in the effective team in public or private schools in order to meet these demands. It is understood that in general the objectives were met, in this study it was to analyze the understanding and growth of the Bullying phenomenon in the school environment, listing intervention strategies through multidisciplinary support in schools. Through the publications found, it was possible to investigate and describe all the objectives listed.

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