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NUANCES OF SCHOOL BULLYING: COPING PRACTICES FROM THE DEVELOPMENT OF PROJECT AT EEEM JOAO BENTO DA COSTA

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SUMMARY

This work aims to present the basic notions about the nuances that lead to bullying practices in the school environment, demonstrating, in a specific case, how a project on practices to combat bullying at the Joao Bento da Costa State High School has been effective regarding the behavior of students in relation to this aggressive conduct that comes disguised as a "joke". This study also has as its main concern to verify whether the school, the field of this research, is aware of Bullying. In this sense, our general objective is to clarify what bullying is and guide students, teachers and families to deal with the problem, acting preventively against it, as the sooner this problem stops, the better it will be for all students. From then on, the specific objectives were to raise awareness among the entire school community to support students who were targets of bullying, making them feel safe to talk about the violence they had been suffering. Intervene immediately, as soon as the existence of bullying at school is identified and, therefore, educational institutions must remain in a permanent state of attention. Create references for students who need support and protection (aggressors and victims) and for them to report violence suffered or witnessed. Involve employees, technicians, teachers, managers, parents and students to become aware of the existence of bullying and create mechanisms that reduce and prevent this type of common practice in schools. Reduce bullying at school. The methodology's main targets were students, but teachers, educational advisors and pedagogical coordinators, directors and other employees also participate in the school project..O *corpus*Data collection occurred through questionnaires with open and closed questions for students and teachers and through literature review and field research. Articles and books about bullying were used. The results indicated that teachers use some strategies to combat bullying, but there is a need to implement a program or project that works to clarify this phenomenon. Based on observation and research at the school in question, the necessary data was collected to construct concepts that concern the real vision of the educators at this school in relation to Bullying, and it was possible to verify the level of understanding about bullying at school, in a to point out the advantages of a good relationship between the aforementioned parties within the learning process. Subsidy was sought in CURY (2006), SILVA (2006), FANTE (2005), NETO (2005) and others. However, it was possible to verify that the teachers at the Joao Bento da Costa State High School demonstrated great ability to deal with cases of bullying, in addition to working in total harmony with the management team, all working to raise awareness and raise awareness among the students who come to suffer and carry out bullying.
Key words: Bullying. Prevention. Learning. School.

ABSTRACT

This work aims to present the basic notions about the nuances that lead to bullying practices in the school environment, demonstrating, in a specific case, how a project on coping

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Practices against bullying at Joao Bento da Costa State High School have been effective regarding the behavior of students in relation to this aggressive behavior that is masked in the form of "joke". The main concern of this study is to verify whether the school, which is the field of this research, is aware of bullying. In this sense, our general objective is to clarify what bullying is and guide students, teachers and family members to deal with the problem, acting preventively against it, because the sooner this problem stops, the better it will be for all students. From then on, the specific objectives were to sensitize the entire school community to support targeted students by bullying, making them feel safe to talk about the violence they had been suffering. Immediately intervention, as soon as the existence of bullying is identified in the school, therefore, educational institutions must remain in a permanent state of attention. Create references for students who need support and protection (aggressors and victims) and for them to report the violence suffered or witnessed. It involves employees, technicians, teachers, managers, parents and students to become aware of the existence of bullying and create mechanisms to reduce and prevent this type of common practice in schools. Reduce bullying at school. The methodology had as main targets the students, but teachers, educational advisors and pedagogical coordinators, principals and other employees also participate in the school project. The corpus of data occurred through questionnaires with open and closed questions for students and teachers and through literature review and field research. Articles and books on bullying were used. The results indicated that teachers use some strategies to combat bullying, but there is a need to implement a program or project that works with the purpose of clarifying this phenomenon. Based on observation and research at the school in question, the data necessary to build conceptions concerning the real vision of educators at this school in relation to bullying were collected, and it was possible to verify the level of understanding about bullying at school, in a way to point out the advantages of a good relationship between the parties mentioned in the learning process. Subsidies were sought in CURY (2006), SILVA (2006), FANTE (2005), NETO (2005) and others. However, it was possible to verify that the teachers at João Bento da Costa School demonstrated great ability to deal with cases of bullying, in addition to working in full harmony with the management team, all working to sensitize and raise awareness among students who may suffer and carry out bullying.

Keywords: Bullying. Prevention. Learning. School.

1. INTRODUCTION

Much of what we will discuss throughout this study and this significant research concerns a topic that is always in vogue given its repercussion, especially when it comes to occurrences in the school environment. However, it is pertinent to highlight, first of all, that the initial project that encouraged and encouraged us to research and work on this topic arose out of the need to know why students constantly suffer from a type of violence within schools or outside them. , which has been disguised as a “joke”. This behavior, which was previously considered harmless and is called *bullying,* can have serious consequences for the psychological development of students, generating some type of discomfort or insecurity, a drop in self-esteem and even

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leading him to suicide and other tragedies. Who has never been teased or made fun of at school? Laughter, gossip, nicknames like "ball", "well stopper", "four eyes". Everyone has witnessed one of these "pranks" or been a victim of them. Bad taste jokes such as calling your colleague "whale", "ugly", "toothy", that is, jokes that in some way tend to offend their recipients, are present in everyday classrooms and from the moment they its recipients begin to suffer the consequences arising from these games, whether in the emotional or learning sphere, this child becomes yet another victim of *bullying*. O *bullying* It is considered every form of aggression, whether physical or verbal, without an apparent reason, causing consequences in its victims that range from emotional to learning consequences (FANTE, 2005).

How the *bullying* is a phenomenon that is present in our daily lives, we need to develop projects and strategies that lead our students to reflect on these attitudes that should in no way be accepted within the school environment, reducing the *bullying* Within schools, it has taken on a large space in pedagogical discussions around the world, as it is not a problem restricted to a specific type of school, but covers all types of educational institutions, whether private, public, urban or rural. In view of this, this article aims to better analyze what is said about bullying and aggressiveness, what is the role of the school and the family in the face of aggressive behavior, and what are the most common causes of aggression in the school environment, as well as the influences that aggressive behavior can have on the teaching-learning process. To this end, the data that will be presented here on practices to combat bullying, are those pertaining to the execution of projects at Escolas Estadual de Ensino Médio João Bento da Costa, which were extracted through qualitative and quantitative research, throughout the execution of the phases of the project in the aforementioned school unit.

We cannot fail to mention how necessary it is to enable the understanding and clarification of what bullying is in the school environment and the possible transformations of an aggressive attitude into attitudes of companionship and solidarity, respect and friendship, as, only from these analyzes will it be possible to develop actions to prevent the aggressor, in which the family and educators can be alert to any sign of aggressive action. The school space needs to provide the student with a pleasant and harmonious environment, conducive to the development of the teaching-learning process. However, this is not what has been happening in schools, with increasing aggression and violence among students, they attack each other with words, attitudes and nicknames, practicing "*Bullying*" and when there is no

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effective interventions against this problem, the school space becomes contaminated. All children, even those who are not offended, are affected, causing fear, anxiety and possible depression and trauma in affected students.*bullying.*These traumas, often not overcome, will transform these children into adults with negative feelings, low self-esteem and relationship problems. And the children who practice the*bullyin*g have a great tendency to become adults with antisocial and violent behavior, and may even commit crimes.

There are no ready-made methods to determine bullying, but the development of preventive actions aimed at converting violent environments into spaces for friendly coexistence can be used in schools.

In this context, the challenge of this case study, which was developed in the aforementioned school, was developed with the educational advisor and partnerships with teachers, pedagogical coordinators, directors and other employees who work directly or indirectly with the students, thus verifying whether these Educators are prepared to deal with this behavior at school and what their stance is in relation to this aggressive conduct, if they are seeking to establish coherent norms and actions that should prioritize awareness and support for victims of bullying. The aim is to contribute to educational practice by enabling those involved to reflect on the issue of bullying in the school environment, providing knowledge of new practices to combat this behavior in order to develop and establish positive leadership among teachers and students.

2 WHAT IS BULLYING?

Bullying is an English word, a form of gerund, used to define a phenomenon, whose author is called a bully, a word that translates as “brawler'' and “bully''. The first to relate the word to the phenomenon was Dan Olweus, a professor at the University of Norway, when researching suicidal tendencies among teenagers, he discovered that the majority were subjected to various forms of mistreatment, that is, they were victims of bullying and that this it was an evil to fight.

The term Bullying comprises all forms of aggressive, international and repeated attitudes (nicknaming, offending, mocking, mocking, incarnating, mocking, humiliating, causing, suffering, discriminating, excluding, isolating, ignoring, intimidating, persecuting, harassing, terrorizing, frighten, tyrannize, dominate, attack, hit, kick, push, injure, steal, steal, break belongings)

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that occur without evident motivation, adopted by one or more students against another(s), causing pain and anguish, and carried out within an unequal power relationship.

This behavioral disorder known as bullying, also defined as moral harassment or violence, has increasingly affected students and caused them to drop out of school in public and private schools. Derogatory nicknames, discrimination, persecution, humiliation, harassment, contempt, blackmail and aggression by classmates are the most common manifestations of the syndrome. Typically, bullying is motivated by racial, social prejudice or even characteristics that differentiate the victim from the group, such as obesity, short stature and physical disability. In Brazil, the study of the syndrome is still very recent, but a survey carried out by the Brazilian Multiprofessional Association for the Protection of Children and Adolescents (Abrapia) shows that 45.9% of students admitted involvement in acts of bullying, with 16.9% being targets and 12.6% authors, also called bullies.

This aggressive behavior of "mocking" people, considered normal by many parents, students and even educators, may often not be innocent, which is why we must be attentive and work on values, especially respect and differences. The forms of mistreatment most used by bullying are:

Table 01: Main forms of bullying.

Form	Feature
Physical strength	Hit, kick, pinch.
Verbal	Nicknames, mocking, swearing.
Moral	Defame, slander, discriminate.
Sexual	Abuse, harass, insinuate.
Psychological	Intimidate, threaten, persecute
Material	Stealing, stealing, damaging belongings
Virtual	Cyberbullying

Source: Author (2021)

According to the Brazilian Multiprofessional Association for the Protection of Children and Adolescents (ABRAPIA[two]), there are ways to recognize the characters in this bullying process within the school. And it lists some characteristics that can help the performance of teachers and the management team in general. Follow the profile of the aggressor, the victim and the witness.

The attacker: They are those who carry out acts of bullying against others. They are generally individuals with little empathy and who like to see themselves surrounded, admired and feared by others.

[two]ABRAPIA, Available at:http://www.observatoriodainfancia.com.br/IMG/pdf/doc-155.pdf, consulted on 10 Jan. 2011.

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other students. The aggressor's most frequent attitude is to attack; threaten or frighten; nickname, hit or kick; ignore, discriminate or dominate; humiliate, intimidate or persecute; provoke and steal.

The Victims (Targets): These are students who are victims of bullying. They do not have the ability to react or stop actions against them; have low self-esteem worsened by adults' indifference to their suffering; they change schools frequently; they abandon their studies; do not integrate into the group; They are passive and quiet, not very sociable, insecure and have absenteeism.

The witnesses: Everyone who is forced to live in an environment of intimidation, anxiety and fear generated by bullying. They make up the vast majority of students and live with violence. Generally, they remain silent due to the fear of becoming the "next" victim, despite feeling uncomfortable with what they see. They feel unsure about what to do and their academic and social development capacity may be impaired.

According to research by ABRAPIA, 50% of students admit that they expect the teacher to intervene in situations of aggression in the classroom, because when there is no effective intervention on bullying, the school environment tends to become contaminated by a climate of anxiety and fear. negatively affecting all students. As a way to control bullying, it is important that the school adopts measures that involve the entire school community, contributing positively to the culture of non-violence. Every child and adolescent has the right to attend a safe and supportive school and everyone's commitment must be to promote an education capable of generating conscious citizens who respect the human person and their differences.

These verbal and physical attacks are increasingly present in all school institutions. Associated with them are discrimination and prejudice. And as a consequence of these attitudes, we can mention learning difficulties and trauma throughout the lives of the victim and the transgressor.

The school as an institution responsible for the education of citizens has a role fundamental in finding solutions to this problem. It is up to them to find ways to improve students' relationships, as the occurrence of bullying in schools is unacceptable. According to Polato (2007):

> We are currently living in a period of education crisis, where the role of the school is no longer clear. Its purpose is no longer just to teach traditional educational content. The school space will, moreover, become a space for interaction between its participants, it is a place where children and adolescents learn to relate to each other, acquire values and beliefs, develop critical sense, self-esteem and security.

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Therefore, teachers and management teams should be prepared to face these issues, but unfortunately this is not what happens. Many educators have emotional difficulties dealing with problems of mistreatment or violence that occur in the classroom, they do not have the training to face these problems and end up reacting aggressively.

Investigations show that these aggressive attitudes were considered jokes between students, and perceived as irrelevant by the majority of educators and parents, however, nowadays, it is clear that these games cause great damage to the victim of this situation. According to Cury (2006, p.99)

> Bullying means brave, aggressor. Every time colleagues attack, belittle, discriminate or label other colleagues, they comment on the bullying phenomenon, becoming aggressors, controllers and even emotional executioners of them. Among children and teenagers there are many games. Some are healthy and stimulate creativity and pleasure. However, others deeply hurt the emotion and generate trauma to the personality.

There are already studies indicating that simple bad jokes are now called bullying and can have very serious consequences, ranging from simple learning problems to serious behavioral disorders responsible for suicide and homicide rates among students (SILVA, 2006 , p. 02).

Therefore, it is necessary for schools to be aware of the most visible forms of violence that occur in their daily lives, which concerns aggressive and antisocial behaviors, including interpersonal conflicts (student fights), damage to property (destruction of public property) and others. School in the lives of students is of great significance, as through it they are constantly evaluated, seeking satisfactory physical and social results.

Positive interpersonal relationships between students establish a direct relationship of harmony that can achieve satisfactory learning results. The school must develop intervention and prevention strategies for bullying in a school. It is necessary for the school community to be aware of its existence, above all, of the consequences related to those involved, of this type of behavior.

In this sense, it is necessary for schools to create programs and projects before bullying, and must consider the social and cultural characteristics of their clientele. Individual characteristics are also related to aggressive attitudes, including: hyperactivity, impulsivity, behavioral disorders, attention difficulties, intelligence deficits and low academic performance. This is what Neto (2005, p. 67) states and reiterates:

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> The bully is typically popular; tends to engage in a variety of antisocial behaviors; can be aggressive even towards adults; is impulsive; sees its aggressiveness as a quality; have positive opinions about themselves; is generally stronger than its target; takes pleasure and satisfaction in dominating, controlling and causing harm and suffering to others. Furthermore, there may be a beneficial component to their conduct, such as social and material gains. They are less satisfied with school and family, more prone to absenteeism and school dropout and are more likely to engage in risky behavior (using tobacco, alcohol or other drugs, carrying weapons, fighting). The possibilities are greater in children or adolescents who adopt antisocial attitudes before puberty and for a long time.

It can be seen that there are many factors that contribute to the occurrence of bullying, it is necessary to know the family environment of the most affected students, discover their difficulties within their family environment, work together with the family on these issues and of course correct an environment school prone to bullying. Everyone's participation is essential to raise awareness of a safer and healthier environment.

2.1 *bullying*: classification

Direct: When victims are directly attacked. Ex.: the act of giving names, physically attacking, threatening, stealing, verbally offending or expressions and gestures that cause discomfort to the targets.

Indirect: When victims are absent. Ex.: "Cyberbullying This is the use of information and communication technology (e-mails, messages via pagers or cell phones, digital photos, defamatory personal websites, online defamatory actions) as a resource for the adoption of deliberate, repeated and hostile behaviors , of an individual or group, who intends to cause harm to another".

2.2 The bully wants to:

- Obtain strength and power;
- Gain popularity at school;
- Hide your own fear, frightening others;
- Making other people unhappy, since he himself is unhappy;
- Victimizing other people because you have been victimized by someone in the past.
- They insult the victim; They systematically accuse the victim of being useless.
- Repeated physical attacks against a person, whether against their body or personal property, damaging them (school supplies, books, clothes, etc.).

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- They spread negative gossip about the victim.
- They place the victim in a problematic situation with someone (generally, an authority), or cause the victim to receive a disciplinary measure, for an act that they did not commit, but rather generated by the *bully.*
- Making derogatory comments about the victim, her family (particularly her mother), where she lives, personal appearance, sexuality, religion, race, economic situation, nationality or any other situation that the bully is aware of and considers inferior.
- They use blackmail and threats to ensure that the victim follows their orders.
- They use information technologies to practice **cyberbullying** (creates false pages about the victim on social networking sites, disparaging the victim's image, etc.).

- Derogatory graffiti.
- They use obvious sarcasm to pretend to be a friend in front of other people, while ensuring control over the victim.

2.3 Consequences:

Fear, Sadness, Loneliness, isolation, low academic performance, emotional changes, depression, anxiety, stress, self-harm and negative thoughts or thoughts of revenge.

2.4 Combat:

Considering that the discussion about Bullying is still very incipient, experts believe that a deeper debate, involving and training teachers so that they can identify the behavioral disorder, is the starting point to combat the practice. Psychopedagogue Auredite Costa advocates that teachers develop more psychoeducational activities that show the importance of respecting differences. She also advises as a means of combating bullying that the school has psychologists and educational psychologists who observe how this disorder is being generated and refer the most serious cases for treatment in the office.

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2.5 Prevention and role of the family

The family must be aware of behavior that may indicate that the child or adolescent is being bullied. Coming home constantly hurt, frequently saying that you lost your money, some object, or it was stolen are some signs. The victim also tends to be aggressive, very quiet or have excessive anxiety. The younger the aggressive child, the greater the risk of presenting problems associated with antisocial behavior in adulthood and loss of opportunities, such as job instability and short-term romantic relationships. Children and adolescents who suffer and/or practice bullying may need multiple services, such as: mental health; childhood and adolescence justice; special education; social programs.

It is necessary to ask the child or adolescent directly: do they feel comfortable at school; if they have friends; if they testify; whether they are targets, perpetrators of physical or moral aggression.

Preventing future incidents can be achieved with guidance on protective measures to be adopted: ignore nicknames; make friends with non-aggressive colleagues; avoid higher risk places; inform the teacher or employee about the bullying suffered.

The best results are obtained through early interventions that involve parents, students and educators. Dialogue, the creation of coexistence pacts, support and the establishment of links of trust and information are effective instruments, and violent actions should not be permitted, under any circumstances. Therefore, as long as society is not prepared to deal with Bullying, the chances of it being reduced to forms of aggressive and destructive behavior will be minimal.

2.6 Prevention at school

These are the main actions that must be taken by the entire school body to maximize results in combating bullying: Raise awareness among the entire educational community about bullying and cyberbullying. Provide activities that work on students' feelings, aiming to restore emotional health. Develop solidarity, sporting, cultural and manual activities, aiming to channel aggression into proactive actions. Develop education in human values such as tolerance and solidarity, providing a harmonious environment. Teach students to live with and respect differences. Turn class hours into moments of joy. It's big

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importance to quality in the teacher-student relationship, which must be based on mutual respect and trust. Embrace the human diversity present in everyday school life and take advantage of the opportunity to "make a difference". Respect differences by abandoning preconceptions, knowing how to listen, having emotional balance, being coherent, having clarity in objectives, knowing how to praise instead of prioritizing mistakes, considering each person's desires and needs.

3 METHODOLOGY

The data for this project was extracted from what was developed at Escola Estadual de Ensino Médio João Bento da Costa under the coordination of Advisor Maria Inês together with the other advisors from other shifts. The target audience of high school students belonging to the three shifts morning, afternoon and evening, totaling 600 students from that school. To carry out the Project, specific action strategies to combat bullying were implemented according to the modalities of each shift, which will be applied in stages and the activities will be developed during the course of the academic year in the classroom through a lecture schedule and activities: lectures at school, bringing together the management team, teachers, students and parents and/or guardians, with the aim of raising awareness of the need to combat bullying; contact with the student who is in the process; the Guardianship Council is used for support in the attempt to rescue the student from school, when there was no previous success; and finally, action with the Public Prosecutor's Office and Children's and Youth Prosecutor's Office, if no previous action has had a positive result, to take legal action against the student's parents and/or guardians.

The activities are administered by the school counselors, in the classroom, in the cafeteria, video room, through dynamics, workshops, story books, theater, music, readings, drawings, comic books, conversation circles, films that address the theme, poster making, dances, research, meetings, debates and discussions.

Various materials will be used as resources: the student himself, the people involved, books, computers, cell phone, Datashow, microphone, speaker, brush, bond paper, bond paper, graphite paper, CD, board, the classroom, cardboards, glue, ruler, colored pencils, hot glue, etc.

We also have partnerships such as: Colleges, Proerd - Drug Resistance Educational Program, Guardianship Council, Public Ministry, CAPS - Care Centers

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Psychosocial, DPCA – Child and Adolescent Protection Police Station, to support the attempt to rescue the student from school, when previously unsuccessful.

With regard to the empirical phases, the study was carried out through research of an exploratory nature when it involves bibliographical research and interviews with people who had (or have) practical experiences with the researched problem and analysis of examples that stimulate understanding. It also has the basic purpose of developing, clarifying and modifying concepts and ideas for the formulation of subsequent approaches. Initially, a bibliographic survey was carried out, searching for texts relating to bullying published in scientific journals over time, which were collected, analyzed and classified. Commonly, the bibliographic phase of the research is developed through consultation, mainly of books, periodical articles and articles available on the internet. According to Lakatos and Marconi (1987, p. 66):

> bibliographic research involves the survey, selection and documentation of all bibliography already published on the subject being researched, in books, magazines, newspapers, bulletins, monographs, theses, dissertations, cartographic material, with the aim of placing the researcher in direct contact with all the material already written about him.

In the field, a closed questionnaire about bullying was administered to the teachers at this school, in order to detect their level of understanding regarding bullying. According to Gil (1996), for knowledge to be considered scientific, it is necessary to identify the mental and technical operations that enable its verification. Or, in other words, determine the method that made it possible to reach this knowledge.

Therefore, qualitative research techniques were used, in which, basically, we seek to understand a specific phenomenon in depth. Instead of statistics, rules and other generalizations, qualitative works with descriptions, comparisons and interpretations according to Minayo (1998).

Qualitative research is more participatory and therefore less controllable. Participants can direct the direction of the research in their interactions with the researcher. She defends the idea that, in the production of knowledge about human and social phenomena, we are much more interested in understanding their contents than in describing them.

After collection, the next phase of the study was data analysis and interpretation. These two terms are strictly related, but the analysis aims to organize and summarize the data in such a way that it allows the provision of answers to the problem proposed for investigation, while the interpretation aims to search for the most meaningful meaning.

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broad range of responses, which is done by linking them to other previously obtained knowledge.

To better verify and visualize the data collected, the responses obtained during the research were classified and presented in categories. In this way, the answers are crossed as follows, each table containing some questions that were asked to teachers, parents, managers and students, followed by the answers obtained and the presentation of data analyzes and pertinent comments followed.

4 DATA ANALYSIS

4.1 The practices developed at Colégio João Bento da Costa

In order to obtain a satisfactory result, it was necessary to use a specific methodology to guide the research. The research must meet the author's objectives, as it needs to find a solution to the problem raised (FURASTÉ, 2006).

To carry out this study, bibliographical, exploratory and field research was used as the first stage of the process. Due to the fact that its main purpose is to develop, clarify and try to relate concepts and ideas, to formulate approaches that are more compatible with the development of subsequent studies. The exploratory study aims to "become familiar with the phenomenon and obtain a new perception about it, thus discovering new ideas in relation to the object of study". (MATTOS, 2004).

The information and data collected were analyzed qualitatively, where in its complexity, the proposed theme was based on the reflection resulting from the crossing of the bibliographical references presented in the subsequent chapters, being the dynamic and articulating element of the discourse constructed on the theme, for the treatment of data and final writing.

First, however, it is necessary to highlight that one of the attitudes practiced by the members of the JBC School is to demonstrate that the best results are obtained through early interventions that involve parents, students and educators. Dialogue, the creation of coexistence pacts, support and the establishment of links of trust and information are effective instruments, and actions should not be permitted, under any circumstances,

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violent. Therefore, as long as society is not prepared to deal with bullying, the chances of it being reduced to forms of aggressive and destructive behavior will be minimal.

Thus, in the school environment it is difficult to free oneself from a certain distribution of roles, whether for the aggressor or the victim, both conditioned by the class group in which they are inserted. The classroom is decisive in the development of a system of group rules, according to which there is one who is intimidated and one who must intimidate, one who is a participating witness (normally, in favor of the intimidator) and one who is not a participant (indifferent or to the sometimes in favor of the victim, but frightened by the situation).

Therefore, the school's role in the face of bullying is to recognize the existence of the problem and devise strategies to eliminate it. Rolim (2008) highlights that more broadly and beyond the responsibilities defined within schools, the concern with preventing bullying and Forms of violence in general should and can be thought of from the first years of an individual's life, in this way the family would be the first to worry about transmitting a culture of peace, however the school, society and the State are not exempt from this responsibility . Violent practices to be considered bullying follow some criteria such as: “repetitive actions against the same victim over a prolonged period of time; power imbalance, which makes it difficult to defend the victim; absence of reasons that justify the attacks” (FANTE; PEDRA, 2008, p. 39). “In Brazil, research points to the classroom” as the place of greatest incidence according to Fante and Pedra (2008, p. 54).

According to Fante (2005, apud PEREIRA, 2009, p.44), the aggressor “is usually an individual who shows little empathy. He is mean, harsh and shows little sympathy towards his victims.” Therefore, it is clear why 45% of students stated that they were not colleagues of the attackers. Fante and Pedra (2008, p. 64) state that “in the past, it was believed that this type of behavior was typical of boys, 32 however, with advances in research, it was found to be common among girls as well.

Fante (2008, p.61) also highlights that “many of the spectators repudiate the actions of the aggressors but do nothing to intervene” and according to Costantini (2004) and Lopes Neto (2005) there are still spectators who encourage aggression and are encouraging witnesses and those who try to help the victim are the defending witnesses.

The witnesses who approached to see the aggression are classified by Costantini (2004) and Lopes Neto (2005) as observers, when this occurs daily in the face of the expressive, it can be said that the silence of the spectators prevails, for Fante (2008) the

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Spectators seem to be frozen in the face of violence. In the work to prevent bullying in the victim school environment, aggressors and bystanders must be worked on in order to prevent the spread of violence. According to Fante (2005, *apud* SEMED/PVH/RO, p.7):

> Intolerance and the absence of parameters that guide peaceful coexistence and the lack of ability to resolve conflicts are some of the main difficulties detected in the school environment. Currently, the most difficult subject at school is not Mathematics or Biology; Coexistence, for many students at all grades, is perhaps the most difficult subject to learn.

Multidisciplinary activities in the development of learning for aggressive students: a) Games or sporting competition, which require movements and make them run, jump, jump. b) Making modeling work in clay, clay, ceramics, metal, wood, and involving hammering, sanding, sawing, punching. c) Organization of campaigns that encourage participation, conservation, care and protection of soils, gardens, public places, parks and rivers. d) Gardening work that involves digging, digging, sweeping, pruning, cleaning and planting. e) Integration of sports and recreational associations that make them cooperate, respect, value, and give reason for their desire for adventure and discovery. f) Participation in movements that make people observe, value, admire, respect, defend and protect themselves from insects and animals.

In this way, we can illustrate that at the João Bento da Costa State School, some premises were adopted regarding tackling cases of bullying within the school. It is important to highlight that one of the main changes occurred with the commitment of the entire school body, where from the director to the general services assistant, everyone committed themselves in some way to reduce the results of bullying cases at the school. As a result, a multidisciplinary team was formed to first identify how incidents of bullying arise, and from there draw up the profile of the aggressor and the victim. Therefore, once the victims and the perpetrator of the act of bullying have been identified, an action plan is drawn up to inhibit and correct the aggressor, as well as repair the damage suffered by the victim of the aggression. In this sense, we will present the strategies that worked during the implementation of the project to combat bullying at the school that served as the field for our study.

4.1.1 Primary strategy: dissemination of bullying issues among teachers

Throughout the execution of the coping project, the first intervention of the project coordination was to disseminate the basic notions about bullying to the teaching staff,

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in the sense that teachers could familiarize themselves with each other to better identify cases and occurrences within the school.

In this regard, it is understood that the participation of teachers is of utmost importance since a personal characteristic of teachers that influences their ability to identify and deal appropriately with bullying situations in the classroom concerns the training they have on bullying. theme, specifically at the level of knowledge acquired about its main characteristics, forms of intervention, among other aspects of a theoretical/conceptual nature. In the study by Silva et al. (2014), with Brazilian teachers, it was found that those investigated had general knowledge about bullying, most of which was incomplete or fragmented. Although the level of knowledge varied in terms of scope and depth, it was generally not enough for them to identify the majority of aggressions that occurred in the classroom. Within this, the interventions they carried out were punctual and disjointed.

The study developed by Silva et al. (2017), on teachers' awareness regarding the processes of producing and reducing bullying, presented similar results. The teachers' responses showed variations, indicating that some had greater awareness and theoretical mastery regarding the production and ways of coping with bullying and others had limited awareness. The intervention proposals suggested by teachers who showed greater awareness were more structured and comprehensive, while the interventions suggested by those who showed limited awareness were linked to essentially punitive proposals or non-intervention. It is important to highlight that the application of very strict punishments to children/adolescents contributes to school disengagement and, although they can generate a positive effect, in the short term, in terms of disciplinary control, in the long term, they increase disciplinary problems and bullying (SILVA ; BAZON, 2014).

Therefore, we believe that it is necessary to invest in teacher training, since the pedagogue is seen as a training subject, working from Early Childhood Education, Elementary School I, among others. To do so, you need to develop a better sensitivity and understanding of what the bullying phenomenon is and its repercussions on the lives of victims, and, in addition, be aware of events both in the classroom and in different school environments, as well. can contribute through pedagogical practices in the school environment.

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4.1.2 Secondary strategy: Lecture cycles and thematic seminars

Faced with the challenges in confronting bullying situations, at JBC school, we highlight the promotion of lectures in which we can encourage the participation of parents, teachers, coordinators, collaborators, and students, especially students who have already been identified as perpetrators of aggression. like bullying. We mentioned that during the execution of this strategy of lectures and seminars, the expected results are very satisfactory since the parents become aware of what their child has done within the school in relation to his behavior, and this ends up resulting in the family can become another actor to help combat bullying, and this fight can begin within the student's own home.

4.1.3 Tertiary strategy: multidisciplinary monitoring for the aggressor and victim

Another aspect that deserves emphasis is the strategic modality for the process of identifying the subjects involved in the bullying relationship. As Fante (2005) explains, explaining the characters of the bullying phenomenon and classifying them into:

> Typical victim: one who serves as a scapegoat for a group; provocative victim: one who provokes and attracts aggressive reactions that they cannot deal with efficiently; aggressor victim: one who reproduces the mistreatment suffered; aggressor: one who victimizes the weakest [...] individual who shows little empathy. [...] he has a bad character, impulsive, gets angry easily and has low resistance to frustration. He finds it difficult to adapt to the rules, he does not accept being contradicted; spectator: is the student who witnesses bullying, but does not suffer or practice it, represents the vast majority of students who live with silence and adopt the law of silence for fear of becoming a new target for the aggressor (FANTE, 2005, p. 73).

According to Silva (2010), “identifying students who are victims, aggressors or bystanders is extremely important so that schools and families of those involved can develop strategies and outline effective actions against bullying.” However, there are many difficulties in identifying this type of violence, as most victims are ashamed or afraid to speak out, to ask someone for help. Signs such as lack of interest in studies and frequent absences must be taken into consideration by both parents, teachers and managers.

These notes brought by the author above greatly corroborate what is practiced by education professionals, as well as others involved, such as the project to combat bullying at Escola João Bento da Costa, since it is during this phase

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strategic that all efforts are launched by the multidisciplinary team belonging to the project, in the sense that, once the aggressor and victim have been identified, it becomes easier to develop actions to treat each specific case, taking into account, mainly, the peculiarities of each active agent of the aggression, as well as the agent who suffered them.

We emphasize that over the years, we can infer that actions to combat cases of bullying have stood out at Escola JBC, since the majority of school staff members, especially teachers, counselors, psychologists, supervisors and students, have contributed so that the number of incidents becomes increasingly smaller and that the feeling of a peaceful environment lasts within the school, thus promoting better teaching and, therefore, better learning.

FINAL CONSIDERATIONS

The data analyzed told us how the school management and teaching staff at Escola Estadual João Bento da Costa face bullying, and what strategies they used to maximize results during the execution of the project on bullying at school. In this way, we found that the project coordination and the majority of collaborating teachers are aware of the bullying phenomenon and demonstrate how harmful it is in everyday school life. However, when it comes to identifying practices related to bullying, some still confuse it with other types of violence or are unable to establish a direct relationship, calling it, for example, “racist and prejudiced expressions”. This shows that discussions about bullying both in initial teacher training and in continued studies need to advance in order to favor and provide preventive actions within the school community.

Among the results achieved, we also detected that the educational system fails to contribute effectively to the qualification of educators, so that they can intervene more efficiently and effectively in the eradication of bullying practices in the school environment. They attribute responsibility for their training to educators and they, in turn, feel fragile and insecure about the application of containment measures, since they do not feel institutionally protected by the education network.

Our initial hypothesis that when bullying occurs in the daily life of public elementary schools requires immediate intervention and that not always the manager and

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teachers know how to act was not confirmed. Contrary to what we initially thought, we found that the majority of subjects have some knowledge about the phenomenon. However, despite this, sometimes, in practice, there is a distortion of the perception of this phenomenon.

The case study presented here serves as a reference so that other schools can also be inspired by the example of these teachers and the management team, because when bullying occurs, the entire school community seeks, at first, to resolve it through dialogue, presenting, thus, in our view, a palliative action. Finally, we note that the measures taken to combat bullying in this school result from the collective planning that these professionals build, seeking to equip themselves with the necessary knowledge to combat this violence, acting collectively with the aim of providing a culture of peace for everyone.

Therefore, the research remained to prove to us that the school needs to think about effective work in combating manifestations of violence, such as support, a defined stance and commitment to the implementation of Culture of Peace projects, which seek to plan, execute and evaluate actions preventive measures in view of the situation presented in the researched school. It needs to choose preventing and combating violence as an institutional policy that seeks alternatives in all instances within its reach.

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