Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

The intersection between law, education, and psychopedagogy in the comprehensive protection of children and adolescents: a legal-pedagogical analysis.

The intersection between law, education, and psychopedagogy in the integral protection of children and adolescents: a legal-pedagogical analysis

Estela da Luz Souza Miossi1

SUMMARY

The comprehensive protection of children and adolescents, founded on human dignity, absolute priority, and the unique condition of their development, demands institutional practices capable of overcoming fragmented responses. This article analyzes how the articulation between Law, Education, and Psychopedagogy can strengthen the identification, prevention, and referral of situations of family, school, and social vulnerability. The research adopts a qualitative, bibliographic, and documentary approach, analyzing the Federal Constitution, the Statute of Children and Adolescents, educational legislation, and legal-pedagogical and psychopedagogical frameworks. The results indicate that interdisciplinary action improves record-keeping, avoids stigmatization, expands communication between institutions, and favors the concrete realization of the best interests of children and adolescents.
Keywords: comprehensive protection; children and adolescents; psychopedagogy; Educational Law; protection network.

ABSTRACT

The full protection of children and adolescents, grounded in human dignity, absolute priority, and their peculiar developmental condition, requires institutional practices that overcome fragmented responses. This article analyzes how the articulation between Law, Education, and Psychopedagogy may strengthen the identification, prevention, and referral of situations involving family, school, and social vulnerability. The research adopts a qualitative, bibliographic, and documentary approach, examining the Federal Constitution, the Child and Adolescent Statute, educational legislation, and legal-pedagogical and psychopedagogical references. The findings indicate that interdisciplinary action qualifies institutional records, prevents stigmatization, improves communication among institutions, and contributes to the concrete effectiveness of the best interests of the child and adolescent.

Keywords: full protection; children and adolescents; Psychopedagogy; Educational Law; protection network.

1 INTRODUCTION

In a country that has constitutionally enshrined the absolute priority of children and adolescents, the persistence of exclusionary school practices, insufficient family responses, and flows Disjointed institutional frameworks reveal a significant contradiction: the law has advanced, but its... Implementation still faces obstacles in the daily operations of institutions. Comprehensive protection, although enshrined with normative force in the Federal Constitution of 1988 and in the Statute of the Child and Adolescent Adolescent development is not automatically achieved simply because legal provisions exist. Between

[1] Graduated in Pedagogy. Specialist in Clinical and Institutional Psychopedagogy. Bachelor of Laws. Specialist in Civil Law and Civil Procedure Law.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

In the context of norms and concrete life, there are mediations, silences, omissions, and interpretative disputes that can...
To strengthen or diminish the child's status as a subject of rights.

From this perspective, childhood cannot be understood as an abstract, homogeneous category.
or merely biological. It is a developmental phase traversed by relationships.
family, school experiences, emotional bonds, socioeconomic conditions, practices
institutional and diverse forms of recognition or denial of rights. When the child
exhibits decreased performance, isolation, aggressiveness, fear, avoidance, difficulty reading or
Refusal to participate in school activities; such manifestations should not be immediately...
reduced to indiscipline, incapacity, or lack of interest. Frequently, the school symptom
This indicates a deeper vulnerability.

Cury (2013) observes that the Statute of Children and Adolescents not only reorganized the legislation
Brazilian, but it also inaugurated a new legal grammar of childhood, founded on ownership.
of rights and shared responsibility between family, society, and the State. This change, however,
This requires a corresponding transformation of practices. Without institutions capable of recognizing the signs...
Given the risks involved, properly documenting sensitive situations and activating protection protocols is the priority.
Absolute remains a formal promise, lacking real substance in the child's life trajectory.

In this context, the school occupies a strategic position. By monitoring children and
In adolescents, the educational institution notices changes that often escape the notice of others.
Public services. Persistent learning difficulties, repeated absences, abrupt changes.
Changes in behavior, emotional withdrawal, or signs of neglect may indicate situations of
Family, social, or emotional vulnerability. However, the centrality of the school does not authorize
improvisation. Observing is not diagnosing hastily; welcoming is not investigating; recording is not
It's about judging; referring someone doesn't mean abandoning them.

In this context, psychopedagogy offers an indispensable interpretative key. Fernández (1991)
demonstrates that the relationship with knowledge is traversed by desire, connection, symbolic authorization and
Subjective experiences. A child who is not learning may not only be faced with content.
difficult, but also in the face of a wounded relationship with knowledge, with school, with family.
or with oneself. Consequently, learning difficulties should be understood as
It is a complex phenomenon, and not a presumed deficiency or moral failing.

On the other hand, the law provides the normative framework that transforms care into a duty.
Protection becomes an institutional obligation, and omission becomes a responsibility. Situations related to
custody, family life, neglect, domestic violence, intellectual abandonment,
School inclusion, protected listening, and the right to learning do not belong exclusively to
pedagogical field. They require legal reading, especially when the learning difficulty reveals...

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Violation of rights or when family conflicts compromise integral development.

Hence the relevance of the intersection between Law, Education, and Psychopedagogy. Each of these areas It illuminates a specific dimension of child and youth protection. The law establishes guarantees, skills and limits; Education organizes the daily space for learning and coexistence; Psychopedagogy interprets learning obstacles in their cognitive, affective, and other dimensions. Family and institutional settings. Separately, they offer partial answers. When combined, they allow... to understand the child in their entirety.

However, this is not about advocating the indiscriminate merging of competencies. On the contrary, Responsible interdisciplinarity requires a strict definition of roles. The professor does not replace the... Educational psychologist; the educational psychologist does not decide family disputes; the lawyer does not make diagnoses. clinical; the school does not assume the investigative function proper to the competent bodies. The power of The interdisciplinary approach lies precisely in recognizing boundaries, building bridges, and avoiding both The omission regarding inadequate intervention.

The relevance of the interdisciplinary approach stems from the very complexity of the object of investigation. The comprehensive protection of children and adolescents is not limited to legal doctrine, nor can it be... understood only by school pedagogy or by the psychopedagogical analysis of the processes of Learning. It is a field of tension between norm, institution, family, school, and subjectivity. and social vulnerability, in which the effectiveness of fundamental rights depends on the articulation between educational practices, technical analysis of obstacles to learning, and legal responsibility. institutional.

Given this scenario, the research problem consists of investigating how the integration between Legal knowledge, educational practices, and the psychopedagogical approach can strengthen the comprehensive protection of children and adolescents in the face of rights violations and family conflicts, school difficulties and institutional omissions.

The overall objective is to discuss the relevance of interdisciplinary legal-pedagogical action in prevention. Identification and appropriate referral of situations that compromise development. holistic development of children and adolescents.

Specifically, this study seeks to analyze the principle of full protection within the legal system. Brazilian; examine the interface between school, family, justice system and protection network; discuss the The contribution of Psychopedagogy to understanding learning difficulties associated with Family, emotional, and social factors; assessing the relevance of interdisciplinary action in mediation. among legal, educational, and psycho-pedagogical demands related to the protection of children and adolescents; and to identify ethical limits of integrated action, especially regarding confidentiality, to registration, listening, and institutional referral.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

The research is justified by the need to overcome compartmentalized readings about childhood and...
Adolescence. Violations of rights rarely present themselves in a pure form; they almost always occur
mixed with school difficulties, family conflicts, emotional distress or omissions
institutional. Therefore, a robust legal-pedagogical analysis must recognize that protection
Integral education is not achieved within a single institution, but at the point of articulation between family, school,
protection network and justice system.

2. THEORETICAL FRAMEWORK

2.1 Comprehensive protection, absolute priority and dignity for children and young people

The doctrine of integral protection promoted a decisive break with the old paternalistic logic of
childhood. Before the 1988 Federal Constitution, children and adolescents living in poverty,
Abandonment or conflict were often perceived as objects of state intervention, under strong
welfare and corrective burden. With redemocratization and the incorporation of a new matrix
constitutionally, this perspective was replaced by the recognition of children and adolescents as
subjects of rights.
Veronese (2006) emphasizes that comprehensive protection has altered the very legal position of childhood in
In Brazil, shifting it from the realm of discretionary guardianship to that of fundamental guarantees. This
The shift is not limited to a change in terminology. By recognizing the child as the holder of
In addition to rights, the legal system imposes concrete duties on the family, society, and the State, requiring
policies, practices and decisions compatible with its unique stage of development.
In this sense, Article 227 of the Federal Constitution constitutes the normative axis of protection.
children and adolescents. By establishing absolute priority in guaranteeing the rights to life, health, and
food, education, leisure, professional training, culture, dignity, respect, freedom
Regarding family and community life, the constitutional text establishes a guideline for action.
binding. Absolute priority, therefore, cannot be reduced to a rhetorical expression. It
It organizes legal, administrative, budgetary, and institutional preferences.
Sarlet (2021), when discussing the dignity of the human person, highlights its status as a source-value of the State.
constitutional. When applied to childhood, this dignity requires enhanced care, because children and
Teenagers depend on adult and institutional mediation to fully exercise their rights.
Protecting the dignity of children and young people means preserving not only their physical integrity, but also...
self-esteem, image, freedom of expression, healthy family life and the conditions of
learning.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Despite the normative force of this system, its effectiveness faces obstacles in reality.
In concrete terms, the violation of rights does not always manifest itself as explicit aggression or abandonment.
evident. Often, it takes silent forms: school neglect, emotional invisibility,
omission in the face of signs of suffering, lack of pedagogical adaptations, normalization of school dropout.
or humiliating treatment given to a child with learning difficulties.
Hence the need to understand comprehensive protection as a practice of institutional interpretation.
Identifying risks, understanding contexts, recording facts, and referring situations are not actions.
Accessories; they constitute concrete ways of realizing rights. Without this mediation, the principle
The constitutional framework remains detached from the child who suffers daily.
In this plan, absolute priority takes on an operational function. It is not enough that the child be
formally recognized as a subject of rights; it is necessary that the institutional network has
There are ways to recognize when such rights are being violated. The constitutional norm requires
Practices capable of preventing family, school, or social vulnerabilities from becoming normalized.
as an individual destination.

2.2 Education as a fundamental right and field of protection

Saviani (2018) understands the school as a decisive social institution in the mediation between the individual
and culture. From this perspective, education is not limited to access to formal content, but also
It plays a role in human development, social inclusion, and the building of citizenship. The right to education,
Therefore, it should be interpreted in a broad sense: it involves enrollment, retention, learning,
participation and respect for the student's individuality.
Although Brazil has made progress in universalizing access to education, barriers persist.
Significant factors affecting qualified retention. Gaps, dropout, symbolic exclusion, difficulties in
unidentified learning outcomes, rigid assessment practices, and a lack of teaching resources.
They continue to compromise their educational paths. In many cases, the child is in school, but not truly involved.
effectively included in the learning process.
Libâneo (2015) highlights that school organization must articulate management, curriculum, and practices.
pedagogical and institutional conditions. This means that school failure cannot be attributed solely to...
exclusively to the student. The school also needs to question its methods, records, expectations and
forms of support. When the institution transforms difficulties into labels, it ceases to act as...
A space for development ends up reproducing exclusions.
Furthermore, school is one of the first environments to notice signs of vulnerability. Coexistence
Daily life allows one to identify changes in behavior, repeated absences, and a decline in...

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Performance, fear, aggressiveness, withdrawal, apparent neglect, or emotional distress. Such
Protests should not be trivialized, as they may indicate violations of rights or needs.
specialized support.

However, the protective function of the school requires caution. Mantoan (2015), when discussing inclusion, calls
The focus is on the need for institutional transformation, and not just student adaptation.
Following this logic, the school should embrace differences, but also recognize its limitations in its scope of action.
It is not their role to replace protection agencies, clinical teams, or judicial authorities. Their
Responsibility consists of observing, recording, communicating, and providing pedagogical support.

Thus, the right to education acquires substantive content. It is not enough to guarantee a place. It is necessary
to guarantee a safe environment, non-discriminatory practices, appropriate mediations and responses
Institutional institutions respond to signs of risk. When this does not occur, the school can convert, even if...
involuntarily, in a space of violation.

Charlot (2000) adds that the relationship with knowledge is socially constructed and involves meaning.
Belonging and subjective mobilization. Learning, therefore, does not depend solely on exposure.
to the content, but also to the place the child occupies in school, in the family, and in the relationships that
They authorize or block your entry into the universe of knowledge.

2.3 Psychopedagogy and the complexity of learning

Bossa (1994) defines psychopedagogy as a field focused on understanding learning.
human beings and their obstacles, drawing on contributions from pedagogy, psychology, and psychoanalysis,
from genetic epistemology and other areas. Its relevance lies in rejecting simplistic explanations.
for those who fail to learn. Learning difficulties are not an isolated event; they result from a complex situation that
It involves the individual, the family, the school, the culture, and desire.

Fernández (1991) elaborates on this interpretation by demonstrating that intelligence can be imprisoned by
Relationships, expectations, fears, and experiences of failure. Learning presupposes allowing oneself to...
to know. When a child is repeatedly humiliated, they fear making mistakes or internalize the image of
Inability can lead to distancing oneself from knowledge as a form of defense. In these cases, the refusal to learn
It carries a subjective meaning.

Paín (1985), in turn, understands learning problems as phenomena
multi-determined factors, involving organic, cognitive, emotional, and social dimensions. Such
This perspective prevents the child from being held solely responsible for difficulties that may arise.
stemming from family, institutional, or pedagogical factors. Psychopedagogical research,
When conducted properly, it doesn't label; it interprets.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

In a convergent contribution, Visca (2010) proposes a clinical psychopedagogical approach centered in the relationship between the subject and knowledge. Diagnosis, in this field, should not function as sentence, but as a process of hypothesis construction. Its goal is to understand the obstacles, guide interventions, and foster new learning opportunities.

Based on Piaget (1990), it is understood that knowledge is actively constructed by the subject. through processes of assimilation, accommodation, and equilibration. Vygotsky (2007) already highlights that The development of higher psychological functions depends on social mediation and language. Both perspectives reinforce the idea that learning does not occur in a vacuum; it depends on... Appropriate interaction, context, stimulus, and mediation.

Therefore, persistent academic difficulties should be interpreted as a sign, not as a sign. condemnation. It may indicate a specific disorder, a learning gap, emotional distress, absence. of stimulus, violence, neglect, or institutional barrier. The answer requires careful analysis. Without With this caution, the school runs the risk of turning the student into a problem, when it should investigate the conditions that hinder their learning.

Weiss (2004) argues that psychopedagogical diagnosis should consider school and family history. and the learner's subjective perspective, avoiding hasty conclusions. This perspective reinforces the need for to understand learning as a situated process, in which the difficulty manifests itself not only cognitive performance, but also the bonds, expectations, and specific conditions in which The child learns.

2.4 Family, conflict and repercussions on school development

The family constitutes a primary space for care, socialization, and the building of bonds. However, It should not be idealized as a necessarily protective environment. Intense conflicts, Neglect, violence, emotional abandonment, custody disputes, economic instability, or absence of Routine can directly compromise a child's emotional and academic development.

Pereira (2008) observes that the Law of Children and Adolescents requires an approach It is interdisciplinary precisely because the problems faced by children and adolescents are not limited to single categories. legal. A family dispute can have educational effects; a school difficulty can to reveal domestic suffering; a court decision can reorganize emotional, territorial and family life. child's educational development.

In situations of contentious separation, for example, the school may be improperly summoned to... Participating in a conflict between adults. Those in charge request reports, question conduct, They dispute information or try to restrict the other parent's access to school life. Without guidance.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Even when properly addressed, the institution may overstep its authority or, out of fear, remain silent in the face of warning signs.
relevant.

It is important to emphasize that school reports should maintain objectivity. Attendance, performance,
observed behavior, participation in activities, contacts made with guardians and
Educational interventions are relevant data. Judgments regarding custody, parental capacity, alienation.
Parental or family blame goes beyond the school's role and can compromise its own protection.
of the child.

At the same time, the justice system needs to consider that family conflicts have repercussions on...
Learning. Abrupt changes of residence, instability in relationships, exposure to disputes.
Emotional insecurity can lead to anxiety, regression, decreased academic performance, or school refusal.
Legally correct decisions from a formal point of view can produce harmful effects when
They disregard the child's routine and development.

At this point, psychopedagogy acts as a sensitive field of mediation. It is not its role to decide.
legal conflicts, but it can contribute to understanding how certain family experiences
They affect the child's relationship with knowledge. The school symptom is often the visible part of a
broader relational suffering.

Bronfenbrenner (1996), when discussing the ecology of human development, demonstrates that the
Child development is produced by interactions between different systems: family, school,
community, institutions and culture. This perspective reinforces the idea that no difficulty
School life should be examined outside the relational environment that constitutes it.

2.5 Network of protection, listening and interinstitutional responsibility

The safety net expresses the practical dimension of shared responsibility. Family, school, council
guardianship, social assistance, health, Public Prosecutor's Office, Public Defender's Office, Judiciary and
Community organizations must act in a coordinated manner. Without communication between these actors, the
Children go from institution to institution without receiving a comprehensive response.

Rizzini and Pilotti (2011), in analyzing the history of social policies aimed at children in Brazil,
They demonstrate that fragmented care practices have often produced control and segregation.
and invisibility. Overcoming this legacy requires networks that operate with a rights-based perspective and not
Emergency responses only.

Law No. 13.431/2017 reinforces this paradigm by regulating the system for guaranteeing rights of
child and adolescent victim or witness of violence. The rule highlights the way of listening
It also protects or violates. Repetitive questions, undue exposure, informal circulation of reports and

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

The absence of proper referrals can re-victimize the child.

In the school setting, this guideline takes on immediate relevance. Teachers may receive reports.
spontaneous acts or perceiving indirect signs of violence. In these circumstances, the appropriate conduct
It requires acceptance, objective registration, and referral to the appropriate authorities. Investigations
Improvised maneuvers, confrontations with suspects, or promises of absolute secrecy are incompatible with the
protection.

Furthermore, institutional records must be technically sound. Moralizing expressions
They weaken the guidelines and can reproduce prejudices. Instead of stating that a certain
If the family is "dysfunctional," the record should describe verifiable facts: absences, lateness, lack of...
Those responsible for meetings, spontaneous reports, changes observed, and actions taken.

In this way, the connection between Law, Education, and Psychopedagogy contributes to a more comprehensive network.
efficient. Law guides duties and flows; Education identifies signs in daily life; the
Psychopedagogy interprets manifestations related to learning and suffering. The result is a
A less fragmented approach and one more compatible with comprehensive protection.

3 METHODOLOGY

The research adopts a qualitative approach, is bibliographic and documentary in nature, and has an explanatory purpose.
and interdisciplinary guidance. The study begins with an analysis of the principle of comprehensive protection and its...
legal, educational, and psychopedagogical developments, seeking to understand how these
Camps can contribute to the protection of children and adolescents in vulnerable contexts.

Methodologically, deductive reasoning is used, starting from general categories — protection.
comprehensive, absolute priority, dignity, right to education, learning and safety net — for
to examine its implications in situations involving school difficulties, family conflicts and
institutional omissions. Complementarily, a dialectical perspective is adopted, since the study
It confronts the formally guaranteed right with the contradictions present in the school reality and
social.

The documentary corpus considered included the 1988 Federal Constitution and the Statute of the Child.
and of Adolescents, the Law of Guidelines and Bases of National Education, the Brazilian Law of Inclusion, the
Law No. 13.431/2017, Decree No. 9.603/2018 and related regulations concerning childhood, education and...
system of guaranteeing rights.

In the bibliographic field, references from Psychopedagogy, Pedagogy, and Psychology were used.
of Development, Sociology of Education, and child and youth legal doctrine. The selection
It considered the thematic relevance, theoretical depth, and contribution to a reading.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Interdisciplinary. Works by Bossa, Fernández, Paín, Weiss, Visca, Piaget, Vygotsky, Patto, Saviani, Libâneo, Cury, Veronese, Rizzini, Sarlet, and Bronfenbrenner form the analytical basis.

The bibliographic search was guided by descriptors such as "comprehensive protection," "child and adolescent rights," and "child protection." adolescent", "Psychopedagogy", "learning difficulties", "right to education", "network of protection", "protected listening", "school vulnerability" and "legal interdisciplinarity" "pedagogical". Books, scientific articles, legislation, institutional documents and were considered. Reference works relevant to the subject.

The inclusion criteria adopted were thematic relevance and academic recognition of the work. the conceptual contribution to interdisciplinary analysis and its compatibility with the legal axis-pedagogical aspects of the study. Texts not directly related to child and youth protection were excluded. Opinion pieces lacking theoretical grounding and sources that did not offer analytical contributions. relevant.

The study does not adopt a biographical approach, an account of experience, or a professional case study. The analysis focuses on the theoretical articulation between Law, Education, and Psychopedagogy, having as The central theme is the comprehensive protection of children and adolescents in the Brazilian legal system. Interdisciplinarity, in this work, is not treated as an individual attribute, but as a requirement. epistemological aspect of the object itself, whose complexity surpasses the limits of a single approach. exclusively normative, pedagogical or psychopedagogical.

4. RESULTS AND DISCUSSION

4.1 Between regulatory provision and the effectiveness of protection

The first contradiction identified lies in the gap between the normative robustness of comprehensive protection. and the fragility of its daily implementation. Brazil has advanced legislation, but the child Concrete protection, situated within a specific family, school, and territory, does not always achieve the desired outcome. promised.

This distance reveals that the problem lies not only in the absence of rights, but also in... The precariousness of institutional mediations. When signs of suffering are ignored, when Learning difficulties are treated as individual failures or when family conflicts are Since these are considered private matters with no impact on schooling, comprehensive protection loses its effectiveness.

From another perspective, institutional omission is not neutral. Failure to register, forward, or adapt the Pedagogical practices can deepen vulnerabilities. The child who does not receive a response Adequate intervention tends to accumulate failures, stigmas, and suffering. Thus, the absence of intervention...

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

qualified becomes a silent form of violation.

The connection between Law, Education, and Psychopedagogy allows us to address this gap.
Legal knowledge indicates duties and responsibilities; pedagogical practice reveals signs in
daily life; psychopedagogical reading interprets the obstacles to learning. Together, these dimensions
They transform comprehensive protection into verifiable action.

When considering comprehensive protection as an institutional practice, it is possible to understand that the
Compliance with the standard depends on concrete routines. Identifying signs, recording occurrences,
Communicating with the network, monitoring the child, and reviewing interventions are actions that embody the principle.
legal proceedings within an institutional context.

Therefore, the effectiveness of comprehensive protection demands an organizational culture guided by...
rights. It is not enough for professionals to know the legislation in isolation or to master pedagogical techniques.
It is necessary for the institution to develop a collective capacity for reading, for
referral and shared responsibility.

4.2 Learning difficulties as a language of vulnerability

Fernández (1991) teaches that non-learning can express something that goes beyond the dimension
Cognitive. Children don't learn simply because they are unfamiliar with certain content; in many cases...
In some cases, they don't learn because they are emotionally unavailable, because they have been scarred by...
Failure occurs because of family conflicts or because the school has not found adequate solutions.

From this premise follows a relevant consequence: learning difficulties must be
investigated, not labeled. When the institution simply classifies the student as uninterested,
Slow or incapable, it closes off the possibility of understanding what is at stake. The school symptom passes
to be confused with the student's identity.

Paín (1985) contributes to this analysis by understanding learning problems as
Multi-determined phenomena. Such an understanding prevents single answers to complex problems.
A child with reading difficulties may require specific educational intervention.
Psycho-pedagogical assessment, family support, emotional support or protection in case of
violation of rights.

In this sense, academic difficulties can function as a language of vulnerability. That which
The child cannot say what appears in their relationship with knowledge, the body, attention, writing, or...
Classroom presence. The school that knows how to read these signs acts preventively; the one that ignores them
It contributes to the crystallization of failure.

Consequently, psychopedagogy should not be used as a labeling tool, but

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Yes, as a field of interpretation and guidance. Its value lies in opening up possibilities of
Intervention, and not in fixing the student in a deficient category.
When combined with comprehensive protection, this interpretation prevents the normalization of school failure.
The difficulty ceases to be seen as a problem exclusive to the student and begins to be understood.
as an indicator that demands institutional accountability. Thus, the psychopedagogical analysis
This aligns with the legal logic of protection, as both reject the simplistic blaming of the child.
Furthermore, early identification of difficulties helps prevent academic obstacles from arising.
transforming into prolonged exclusion. The later the institutional response, the greater the risk of
Dropout, emotional distress, demotivation, and a breakdown in the bond with school.

4.3 School stigma and violation of dignity

Sarlet (2021) understands dignity as the axiological core of the Constitutional State. In the context
In school, this dignity is materialized in the way the child is treated when faced with mistakes or difficulties.
and of difference. There is no full protection when the school humiliates, exposes, ridicules, or reduces the
student based on their performance.
Stigma acts in a corrosive way. First, it labels the child based on their difficulty. Then,
organize negative expectations around her. Finally, make her internalize the idea of
disability. The school experience, which should broaden horizons, becomes a space of
embarrassment.
Patto (1999), in analyzing the production of school failure, demonstrates that the school frequently
It assigns responsibilities to the student and the family that also belong to the institutional structure itself.
This criticism remains relevant today. Many difficulties are individualized before the...
pedagogical practices, material conditions, school connections, and social inequalities.
Therefore, institutional language matters. Reports, opinions, and communications are not.
Neutral documents. They can protect or harm. Expressions like "lazy student," "family"
The terms "unstructured" or "child without limits" should give way to objective, verifiable descriptions.
technically useful.

From this perspective, combating stigma is part of comprehensive protection. The child has the right not only
to school, but also to a school experience that doesn't destroy their self-esteem, their curiosity and
your connection to knowledge.

Stigmatization also affects the effectiveness of educational policies. When the institution labels,
It reduces their willingness to intervene. The label produces complacency: if the problem is attributed to the student,
The school fails to examine its methods, resources, and welcoming practices. In this way, the stigma...

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

It operates as a mechanism for institutional irresponsibility.

Conversely, a legal-pedagogical approach guided by dignity requires records.

Precise language, technical language, and a commitment to not exposing the child. Comprehensive protection.

It also depends on the words used to describe the student.

4.4 Family conflicts and legal-pedagogical repercussions

Family conflicts intensely permeate the school environment. Custody disputes, disagreements in

Coexistence, domestic violence, emotional abandonment, and residential instability produce effects.

Directly impacting learning, behavior, and school attendance.

Pereira (2008) argues that the Law of Children and Adolescents requires an approach

It is interdisciplinary precisely because the needs of children and young people cannot be compartmentalized.

rigid. A family issue can become educational; a school difficulty can reveal a

legal vulnerability; a court decision can profoundly alter emotional routines and

child's educational development.

In this area, the school must act prudently. It is not its role to resolve conflicts between parents/guardians.

but rather to protect the child from the institutional effects of these conflicts. To comply with court decisions,

Recording objective facts, preserving the school routine, and activating the network when there is a risk are measures.

compatible with their function.

School reports, in turn, should avoid conclusions that exceed the scope of pedagogical competence.

The institution can provide information on attendance, performance, participation, and observed behavior.

and the contacts maintained with those responsible. However, it should not issue judgments regarding custody,

parental capacity or the veracity of family accusations.

Nevertheless, the justice system needs to recognize the importance of school. Family decisions that

They disregard routine, school ties, and emotional impacts, which can compromise the...

The best interests of the child. Comprehensive protection requires dialogue between the judicial process and reality.

pedagogical.

From a psychopedagogical perspective, family conflicts can affect subjective availability for

Learning. A child exposed to intense disputes may exhibit anxiety, regression, and distractibility.

School refusal, irritability, or withdrawal. These signs should not be treated in isolation, because

They can express relational distress.

Therefore, comprehensive protection requires that the school not be used as a tool for conflict between

adults. The role of the educational institution is to protect the child, produce objective records and

To activate the appropriate procedures when there is a risk, without turning into an extension of the family dispute.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

4.5 Protected listening and responsible referral

Law No. 13.431/2017 introduces an important refinement in the protection of children and adolescents.
victims or witnesses of violence. By regulating specialized listening and special testimony,
The standard acknowledges that the way one listens can either protect or re-victimize.
In the daily school routine, this care is crucial. Sensitive revelations can emerge in conversations.
Spontaneous expressions, written productions, drawings, play, or changes in behavior. In the face of
Furthermore, the professional must welcome without directing, record without judging, and refer without exposing.
The school is not required to prove that violence occurred. It is required to act based on...
Consistent evidence, respecting institutional processes. The search for certainty before...
Referrals can perpetuate violations. Conversely, hasty and invasive approaches
They can also cause damage.
Here, interdisciplinarity shows its strength. Law establishes the duty of communication and the
Limits of school intervention. Education allows one to perceive signs in daily life. Psychopedagogy.
contributes to the interpretation of manifestations related to behavior, attachment, and
Learning. From this convergence emerges a more prudent and effective response.
Protected listening also requires control over the flow of information. Sensitive accounts should not be...
to be shared informally among professionals without the necessary skills or needs.
Functional. Institutional confidentiality, when properly understood, does not prevent referral;
On the contrary, it protects the child from undue exposure.
Therefore, responsible action depends on balance. Omission and haste are
equally dangerous. The first perpetuates the violation; the second can revictimize. Comprehensive protection
It requires a proportionate, technically and institutionally oriented response.

4.6 Interdisciplinary training and institutional mediation

Interdisciplinary training should not be confused with the overlapping of functions. Its value lies...
in the ability to understand complex problems from multiple perspectives, while preserving the boundaries of
each professional field.
In the case of comprehensive protection, this capability is especially relevant. Professionals who
They encompass legal foundations, educational processes, and psychopedagogical dimensions of
Learning students tend to perceive more clearly when a learning difficulty requires adaptation.
pedagogical, requires specialized evaluation, indicates family vulnerability, or requires the
activation of the safety net.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Interdisciplinary training, analyzed from an institutional rather than a personal perspective, reveals itself to be...
Relevant for improving protection practices. Professionals who work across fields.
Educational, psychopedagogical, and legal fields tend to recognize the limits of each with greater precision.
area, avoiding both the undue pedagogization of rights violations and judicialization.
precipitated by school difficulties.
The value of this articulation lies not in the concentration of functions, but in the ability to interpret.
complex phenomena, produce technically adequate records, and facilitate referrals
compatible with the nature of the demand presented. In terms of comprehensive protection, the action
Interdisciplinary approaches should act as a bridge between institutions, knowledge, and service flows.
preserving the specific skills of each professional field.
For this reason, interdisciplinarity does not authorize the replacement of multidisciplinary teams.
On the contrary, it strengthens communication between teachers, educational psychologists, psychologists, social workers,
Child protection councilors, legal professionals, and other agents in the protection network. Your contribution.
The central focus is on reducing institutional noise, improving the quality of case analysis, and preventing children and
adolescents should not be subjected to fragmented, delayed, or inadequate responses.
Therefore, the central contribution of legal-pedagogical training consists in improving reading skills,
communication and referral. Their role is not to centralize decisions, but rather to reduce noise between
the institutions.

4.7 Legal-pedagogical protocols and practical effectiveness

Without protocols, protection relies on improvisation. And, when it comes to childhood, improvisation often...
This generates two opposing risks: omission or inadequate intervention. Both compromise rights.
A legal-pedagogical protocol should include observation, recording, and restricted internal analysis.
Contact with family members, when safe to do so, referral to the appropriate network, follow-up.
pedagogical and review of the measures taken. In cases of suspected domestic violence, the
Contact with those in charge should be carefully evaluated so as not to increase the risk.
Objective records are essential. They should indicate the date, the context, the observed fact, and the speech.
spontaneous actions, when they occur, the measures taken, and the professionals involved. The more
The more registration you have, the greater the possibility of the network operating properly.
In the psychopedagogical dimension, the protocols should include the analysis of schoolwork, the
observation of the learning process, pedagogical intervention strategies and, when
If necessary, referral for specialized care should be made. The report, when available, should...
To promote inclusion, not to function as a condition of belonging to the school.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

In the legal dimension, the school needs to be aware of its duties regarding attendance and communication.
of violations, to inclusion, to family life, to the safekeeping of documents and to compliance with
judicial decisions. Normative ignorance, in this field, can turn into institutional violation.
In this way, protocols do not stifle protection; they provide security, traceability, and consistency.
to the practices. They transform comprehensive protection into a verifiable procedure.
Protocols also promote institutional continuity. In schools and services marked by
Staff turnover, lack of clear records and workflows prevent protection from becoming dependent on...
exclusively from the memory or individual sensitivity of a single agent. The child remains
protected even when the professionals responsible for their care change.

FINAL CONSIDERATIONS

The comprehensive protection of children and adolescents is not achieved merely through the existence of laws. Although
Although the Brazilian legal system has consolidated an advanced framework of rights, its effectiveness
It depends on institutional practices capable of recognizing vulnerabilities, articulating knowledge, and acting.
with responsibility.
The analysis demonstrated that Law, Education, and Psychopedagogy are complementary fields in
Child and youth protection. The law provides the normative framework; education offers the space.
The daily routine of coexistence and learning; Psychopedagogy interprets the obstacles to learning in
its cognitive, affective, familial, social, and institutional dimensions.
Learning difficulties, when treated superficially, can generate stigma. When
Analyzed with interdisciplinary rigor, they become relevant signs for the identification of
vulnerabilities. This difference is crucial. Between labeling and understanding lies an ethical choice. Between
Between punishing and referring, there is an institutional choice. Between omitting to act and protecting, there is a legal choice.
It was also found that family conflicts have a direct impact on school life. The child
Don't leave your anxieties at the classroom door. Disputes, violence, absences, and instability.
They accompany their body, their attention, their language, and their relationship with knowledge. Therefore, the school and the
The justice system needs to engage in dialogue without confusing competencies.
Law No. 13.431/2017 reinforces the importance of protected listening, responsible referral and
of preventing revictimization. In daily school life, this guideline requires careful support,
Objective records and respect for institutional procedures. Protecting does not mean investigating in a way that is objective and respectful of institutional processes.
improvised; it means recognizing signs, protecting the child, and contacting those who have the competence to do so.
act.

The interdisciplinary legal-pedagogical approach demonstrates relevance by allowing for a more comprehensive understanding.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

It requires situations involving childhood, school, family, and the protection network. Its merit.
It does not reside in the individual valuation of professional trajectories, but in the construction of a
technical rationality capable of bridging fundamental rights, educational practices, and analysis.
Psychopedagogical approach to obstacles to development.
In terms of comprehensive protection, the robustness of the intervention depends less on the isolated action of one entity.
field and more the capacity for responsible articulation between knowledge, institutions and flows of
referral. Children and adolescents, as subjects of rights in a peculiar condition of
Development demands responses that go beyond disciplinary rigidity and address, in a way...
coordinated, the legal, pedagogical, family and psychosocial dimensions of vulnerability.
It can be concluded, therefore, that the intersection between Law, Education, and Psychopedagogy constitutes a path.
necessary to transform comprehensive protection into concrete practice. In societies marked by
inequalities, family vulnerabilities and institutional weaknesses, protecting children and
adolescents means preventing school difficulties, family conflicts, or public neglect.
Let them become destiny. The dignity of children and young people demands more than formal recognition:
It requires presence, listening skills, technique, responsibility, and coordinated action.

REFERENCES

ARIÈS, Philippe. **Social history of the child and the family.** 2nd ed. Rio de Janeiro: LTC, 1981.
BARROSO, Luís Roberto. **Course on contemporary constitutional law: the fundamental concepts and the construction of the new model.** São Paulo: Saraiva, 2023.
BOBBIO, Norberto. **The Age of Rights.** Rio de Janeiro: Elsevier, 2004.
BOSSA, Nadia A. **Psychopedagogy in Brazil:** contributions from practice. Porto Alegre: Artes Médicas, 1994.

BRAZIL. **Law No. 8,069, of July 13, 1990.** Provides for the Statute of Children and Adolescents and other measures. Brasília, DF: Presidency of the Republic, 1990.
BRAZIL. Ministry of Education. **National Common Curricular Base.** Brasília, DF: MEC, 2018.
BRONFENBRENNER, Urie. **The ecology of human development: natural and planned experiments.** Porto Alegre: Artes Médicas, 1996.
CHARLOT, Bernard. **On the relationship with knowledge:** elements for a theory. Porto Alegre: Artmed, 2000.

CURY, Munir. **Annotated Statute of the Child and Adolescent: Legal and Social Comments.** São Paulo: Malheiros, 2013.
FERNÁNDEZ, Alicia. **Imprisoned intelligence: a clinical psychopedagogical approach to the child and their family.** Porto Alegre: Artes Médicas, 1991.
FERREIRO, Emilia; TEBEROSKY, Ana. **Psychogenesis of written language.** Porto Alegre: Artmed, 1999.

FREIRE, Paulo. **Pedagogy of Autonomy: Essential Knowledge for Educational Practice.** São Paulo: Paz e Terra, 1996.
GIL, Antonio Carlos. **Methods and techniques of social research.** 7th ed. São Paulo: Atlas, 2019.
LIBÂNEO, José Carlos. **School organization and management: theory and practice.** São Paulo: Heccus, 2015.
MANTOAN, Maria Teresa Eglér. **School inclusion: what is it? Why? How to do it?** São Paulo:

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: 03/18/2026 | Accepted: 03/29/2026 | Publication: 04/02/2026

Summus, 2015.
MINAYO, Maria Cecília de Souza. **The challenge of knowledge:** qualitative research in health. São Paulo: Hucitec, 2014.
UN. United Nations. **Convention on the Rights of the Child.** New York: UN, 1989.

PAÍN, Sara. **Diagnosis and treatment of learning problems.** Porto Alegre: Artes Médicas, 1985.

PATTO, Maria Helena Souza. **The Production of School Failure: Stories of Submission and Rebellion.** São Paulo: Casa do Psicólogo, 1999.
PEREIRA, Tânia da Silva. **Children's and adolescents' rights: an interdisciplinary approach.** Rio de Janeiro: Renovar, 2008.
PIAGET, Jean. **The Formation of the Symbol in the Child.** Rio de Janeiro: LTC, 1990.
RIZZINI, Irene; PILOTTI, Francisco. **The art of governing children: the history of social policies, legislation and assistance to children in Brazil.** São Paulo: Cortez, 2011.
SARLET, Ingo Wolfgang. **Dignity of the human person and fundamental rights in the 1988 Federal Constitution.** Porto Alegre: Livraria do Advogado, 2021.
SAVIANI, Dermeval. **School and democracy.** Campinas: Autores Associados, 2018.
UNESCO. **Reimagining our futures together:** a new social contract for education. Paris: UNESCO, 2021.

VERONESE, Josiane Rose Petry. **Child and Adolescent Law.** Florianópolis: OAB/SC Editora, 2006.

VISCA, Jorge. **Psychopedagogical clinic: convergent epistemology.** Porto Alegre: Artes Médicas, 2010.

VYGOTSKY, Lev S. **The Social Formation of Mind.** São Paulo: Martins Fontes, 2007.
WEISS, Maria Lúcia Lemme. **Clinical Psychopedagogy:** A Diagnostic View of School Learning Problems. Rio de Janeiro: DP&A, 2004.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.