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## VIOLENCE IN SCHOOLS

### Abstract

*School violence is certainly not a phenomenon of newer date, but is rather old, even centuries old. There are various written sources in the distant past that describe its existence. However, it appears that progress is directed towards, primarily, at the specific detection, and then the prevention and sanctioning of school violence is made only when systematically approached to its research. The first such survey took place the 70-ies of the last century, in the Scandinavian countries, and have significantly contributed to raising awareness that the problem of violence in schools is very much present and that its effects are not negligible. In Serbia, researchers of violence in school are intensively engaged in the last ten years, and the largest number of national research projects is from this period.*

*This paper does the systematization of part of the up to date knowledge and research results related to violence in schools. Given the topicality of this issue, on the one hand, and insufficient research, on the other hand, the author made an attempt to present the results of her research related to the concept of school violence, domestic violence in the schools, and the roles of participants in the violence.*

**Keywords:** violence, school violence, types of school violence, participants in school violence.

## Introduction

In recent years, violence in schools is on the rise and violent acts are more and more sensational. Media coverage contributes greatly to the real perception of reality - the violent events in schools are not exceptions, but, unfortunately, our everyday.

Although presented as a modern heritage, school violence should not be understood so. It's just a different perception of the same things. In the past they were children mischief, and today they are physical conflicts. What was previously qualified as teasing, now is the psychological torture etc.

With the crisis in all segments of society, violence becomes a very topical issue and as such requires adequate and modern response. This, of course, applies to the violence that occurs in the school environment. New forms of violence require a modern way of the reactions, while the old ones should be responded to with the new system of sanctions, because if the old one was effective, these forms of bullying would probably be eradicated by now.

The violence that occurs in schools is in the domain of social violence. Therefore, it should not be surprising that in an era of struggle for the realization of human rights and permanent compositioning of their concept, special attention is paid to the protection of the most vulnerable groups of society - children. The sensitivity of children is a double problem. On one hand, we must unconditionally create a safe environment for them. As the children spend the largest period of their childhood at school, it is a place where they are most exposed to possible jeopardizing. But school is also a place where children learn about tolerance, nice and non-violent behavior. On the other hand, if someone commits violence, it is necessary to establish a system of nonviolent sanctions, because if the violence responds to violence, there will be no educational moment and preference will be given to violent behavior.

It can be said that the school, as an institution created to educate and educate students, today, more than ever, is faced with the problem of establishing a balance between respect for human, and above all, the rights of the children and establishing and maintaining discipline, as the basis for the quality of its basic functions. The fact that the school has for years been shown as a favorable ground for the manifestation of violence, and that students are not only more suitable for the role of victims, but, more often, take share in the violence, made us decide to embark on an investigation of this negative social phenomena.

## 1. The concept of school violence

School violence is a problem in many countries around the world. The school is a social institution specially organized to take better care of the development and welfare of students.<sup>1</sup> However, a not so small number of people have a negative experience, either from their own school days or the period of schooling of their children. There is almost no man who has not, indirectly (through friends, mass media or the like) or directly, met with some form of school violence. However, regardless of the endemic character and the fact that this is not a recent phenomenon, there is no unity in the definition of this term.

Thus, Dragan Popadic<sup>2</sup>, asking the question what it is school violence, gave multiple responses. First, that it is violence that occurs in the school; but that answer is not to be understood as a strict guideline of places where violence occurs, because it is a violence that may occur in the school yard, and on the way to school. Likewise, he states that not all violence that happens in the school ground is school violence. Also, he answers the previous question that it is not wise to say that school violence is only the one in which students and / or employees of the school participate, but, for example, that the violence among school-age children needs to be placed into the school context.

The definition of violence, which is often used in determining school violence, is given by Dragan Popadic and Dijana Plut. Violence is understood as “behavior that causes damage, which can be verbal and non-verbal and can include physical injuries, causing material damage or psychological injuries such as intimidation, embarrassment or social isolation, etc”.<sup>3</sup>

In the Special Protocol for the protection of children and students from violence, abuse and neglect in education - upbringing establishments, violence is defined as “any form of once committed or repeated verbal or non-verbal conduct that results in actual or potential threats to the health, development and dignity of children / students”.<sup>4</sup>

Milosav Milosavljevic states that violence includes “different acts, actions and behaviors of individuals, groups, social institutions, organizations or associations

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1 Popadić Dragan, *Nasilje u školama*, Institut za psihologiju, Beograd, 2009, str. 11.

2 *Ibidem*, str. 11-12.

3 Popadić Dragan I Plut Dijana, “Nasilje u osnovnim školama u Srbiji – oblici I učestalost”, *Psihologija*, Vol. 40 (2), 309 – 328, Beograd, 2007, str. 310.

4 Posebni protokol za zaštitu dece I učenika od nasilja, zlostavljanja I zanemarivanja u obrazovno – vaspitnim ustanovama, Ministarstvo prosvete RS, Beograd, 2007, str. 3.

in relations to others, including the application of physical, psychological, political or any other force and endangering the integrity of the man and causes different physical and psychological damages and other unpleasant consequences.”<sup>5</sup>

Professor Dragan Simeunović<sup>6</sup> talks about violence in a slightly different way. He looks at violence as a way of expressing and implementation of force and power. But states that violence is not contained only in the act of direct use of force, but also in indirectly expressing a willingness to do so, for which can cite examples as pressures, threats of force, blackmail, etc.

It is evident that, concretely, the concept of school violence is not easy to define precisely, but also that you can not make a mistake if you try to explain it with some of the above definition of violence in general. It only takes intention and violation arising out of that intention placed in the school context, that is linked to the participants of school violence - students and teachers.

## 2. Types of Violence

Modern scientific researches on school violence includes different tendencies of a number of authors to establish a new, different classification of violence.

Thus, some authors, applying the criterion of “function of violence”, differ instrumental and hostile violence. Instrumental violence includes those forms of violence that obtains benefit, and in a hostile ones who have the function of inflicting pain on another person.<sup>7</sup>

One of the recent divisions of violence is that of a formal and informal - according to a form of manifestation of violence. The term “formal violence can involve all forms of violence in which lasting harms are done to the victim through direct attack. The main characteristic of formal violence is direct contact between bullies and victims, which produces visible physical or psychological consequences.”<sup>8</sup> Thus, the victim, a student, for example, is directly correlated with the abuser (another student or teacher), when it comes to physical, verbal or some other kind conflict. As we have already said formal violence can produce both physical

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5 Milosavljević Milosav, „Nasilje nad decom“, *Nasilje nad decom* (Milosavljević Milosav), Fakultet političkih nauka, Beograd, 1998, str. 33.

6 Simeunović Dragan, *Uvod u političku teoriju*, Institut za političke studije, Beograd, 2009, str. 99 - 102.

7 Branković Drago, “Formalno I neformalno nasilje u školama”, *Vršnjačko nasilje: priručnik za škole* (Branković Drago), Filozofski fakultet, Banja Luka, 2010, str. 30.

8 *Ibidem*, str. 34.

and psychological consequences. And thus, in addition to causing damage by, for example, hitting or stealing, formal violence could be manifested as insults, threats, ridicule, etc. Informal violence requires the existence of a mediator, it does not involve direct contact between the victim and the assailant. "Informal violence indicates forms of violence in which violence is manifested, but the victim and abuser are not in direct, but in a "hidden" relationships."<sup>9</sup> Since there is no formal contact, the consequences of this kind of violence have no physical character, but they usually reflect in a bad impact on the psychological integrity of the victim. Informal violence in schools is often manifested mainly by classmates or means of communication. The most common forms are gossiping, spreading rumors, provoking, marginalization and abuse through the media.

In our opinion, Dragan Popadic has, while exploring the phenomenon of school violence, formed quite appropriate classification for this type of violence, which takes a criterion for the way in which violence is done. At the same time, it is a criterion with which violence contained in the Special Protocol for the protection of children and students from violence, abuse and neglect in educational institutions has been classified. Therefore, the continuation of the emphasis will be placed on the characteristics of these particular types of violence - physical, psychological, sexual, social and digital / electronic violence.

***Physical violence.*** A typical example of physical violence is striking. So, it exists when there is a direct physical attack, ie. when someone inflicts or attempts to inflict a violation on another person. However, if we determine the physical violence this roughly, there will be the question - what type of violence include, for example, to obstruct the passage, spitting, contemptuous view, standing in an intimidating physical stance, as well as destruction of property. Perhaps it would be more acceptable to say that physical violence is that violence that is done by bodily movements.

Physical violence can occur sporadically or continuously. It may be the only physical violence, physical violence combined with psychological. Unlike physical violence that occurs from time to time and is reflected in the physical clashes among peers and in relationships between students and teachers, physical violence can be carried out continuously, and can often seem to give a picture of a mild form, which is definitely wrong. The fact is that the news of the mass brawl between students or of a physical attack on teachers and vice versa, would arouse public attention more than the news that a group of students extorted money or

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<sup>9</sup> *Ibidem*, str. 35.

other valuables on a daily basis from their peers. This is illustrated by the fact that in most media, especially print and electronic media, the news of sporadic physical clashes in schoolyards are placed on the front page, they raise circulation, while continuous violence is paid some attention on the less important sections and columns, at least until culminating in an extremely negative outcome.

When it comes to physical violence, indisputably it can be concluded that in the past it was burdened with many misconceptions, and which has been increased by the so-called “dark figure” of the same. Cases of mutual assault by two or more students are often not been reported, nor was viewed as having significance, already granted to the title of children’s mischief, a natural condition for strengthening the body development, the creation of defense capabilities etc. Characterization of physical violence at school age as a form of heroism, is contributed by parents in parenting, when there is often the case that their child complained that he suffered a stroke or other physical injury by his peers, and they suggested that he should reply in the same way. In this way they develop a tolerance of violence with their children.

Although not as common, certainly not negligible, are physical conflicts in which participants are students and teachers. In a previous period, when the figure was a symbol of authority of teachers and in every environment caused respect and, on the other hand, children’s rights was still underdeveloped, almost ingrained methods of parenting and teaching students were what would today be called physical violence. Punishing students for indiscipline or ignorance as hand flapping or by an object, pulling ears or hair, it was acceptable to both students and their parents, and it was thought that the student deserved it. Today, it is a small number of children who will not complain on that sort of behavior from teachers, and even fewer parents who will not react. Unfortunately, there are still countries where the law allows teachers to physically punish students. Interesting is the fact that they are even those countries that have a developed legal systems and that a lot of attention is paid to human rights, such as the United States, where until 2012, there were as many as 19 states that are legally supported corporal punishment of students. Also, the United Kingdom, which has banned corporal punishment of students back in 1987 in the state, and in 1999 and in private schools, at the suggestion of the British Secretary for Education Michael Gouva<sup>10</sup>, 2011, considered the reintroduction of bigger powers in respect of teachers punishment of students, not only in school buildings, but also outside of them, and during the

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10 <https://www.gov.uk/government/news/new-powers-for-teachers-to-improve-discipline-in-schools>, 04.04.2011.

holidays, which would aim to reduce anti - social behavior of students. Exploring the phenomenon of physical violence against students by teachers, we have come to, objectively, devastating results. The physical punishment of students in most countries in the world have been banned just before the end of the twentieth, and in many states and early twenty-first century. Few examples of previous prohibition (in the 18th and 19th century), but mimic the fact that violence in schools is very old and deeply rooted phenomenon, further discouraging fact that over the years, very slowly evolved into examples of the rule. The first country to ban physical violence in schools was Poland (1793.). After Polish, Argentina in 1813 banned corporal punishment of students, but this ban remained in force only until 1817, when again begin to apply the methods of flagellation and hitting his face. Serbia has banned all forms of violence and abuse of children in schools, by the adoption of, first, the Law on the Foundations of Education System in 2003, followed by a set of laws and other legal acts into more detail about this matter.

***Psychological violence.*** Psychological violence is that which leads to “the current or ongoing threat to mental and emotional health and dignity.”<sup>11</sup> Psychological violence is perhaps the most specific form of violence. The reasons for this are many.

First, psychological violence attacks the human psyche, not the body as is the case with physical violence. The psychological state of each man is individual and in varying degrees stable or unstable. The children of school age still do not have a fully formed character, as well as psychological stability, due to inexperience, lack of deeper consideration of certain truths of life, and therefore very easily become victims, but also bullies in a psychological sense. Thus, for example, a predisposition to become a bully and do physical violence, should be his physical constitution, possession of a weapon or dangerous instrument, while all this is absolutely unnecessary for someone to conduct psychological harassment. This is corroborated by the fact that, according to numerous studies, girls are more often the victims, but also the perpetrators of psychological than physical violence.

When it comes to psychological violence that takes place among peers, it can manifest “verbal and non-verbal attack, as well as in deliberate exclusion and neglect by their peers. Verbal attacks can be - threats, mocking, teasing, insulting. Non-verbal attacks are grimacing, obscene movements, deliberate exclusion of

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11 Posebni protokol za zaštitu dece I učenika od nasilja, zlostavljanja I zanemarivanja u obrazovno – vaspitnim ustanovama, *op. cit.*, str. 3.



someone from the company or refusal to comply with the wishes of the other person”<sup>12</sup>.

Psychological violence is the most common form of school violence in relation to students and teachers. It very rarely happens today that there is a physical confrontation between students and teachers, but they are verbal and non-verbal manifestations of violence that are more common. Of course, it is difficult to determine when a teacher's behavior can be characterized as violent, especially when talking about non-verbal psychological violence - ignoring the students, not allowing to express knowledge, giving lower grades than deserved etc. These are all situations in which students can feel violated and in which we can not say with certainty whether it is violence, or are only teachers teaching methods. Also, the teacher may suffer as a sort of boycott refusal from students to answer, absence during polling, not attending the classes etc. However, student may simply be unprepared for the class, or is absent due to illness etc. When there is a verbal confrontation between students and teachers, then it is easier to see clear dividing line between the differences in attitudes and psychological violence. Thus, for example, the student and the teacher do not have to agree about the way that leads to the results of a specific task, but this discrepancy may not be accompanied by insults by teachers at the expense of students, nor the categorical rejection of the student's solution, if it is relevant. Likewise, if a student is dissatisfied with the assessment, and there is no objective reason for this dissatisfaction, he can not enter into a discussion with the teacher, no can he curse, argue that “the teacher hates him” etc, because that case would be psychological violence of the teacher by students.

The different perception of certain situations, sometimes leads to problems that we can determine with certainty what is psychological violence, and what, after all, is not. In addition, psychological violence is much harder to detect, because its manifestations, often, less visible. Also, the consequences of psychological violence may be more difficult than the physical consequences, especially when the child whose character is not fully formed is exposed to psychological violence.

***Sexual violence.*** Sexual violence against children in recent years stands out as a serious problem. Not because this form of violence has not previously existed, but because all about sex was taboo and that's it was not publicly discussed. Victims of sexual violence can be equally children of both sexes and all ages. The World Health Organization estimates that only in 2002, 150 million girls and 73 million

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12 Sinobad Sandra, *Obeležja vršnjačkog nasilja u školama*, Temida br. 3 (elektronska verzija), Beograd, 2005, str. 20.



boys under 18 experienced were forced to sexual intercourse or other forms of sexual violence.<sup>13</sup>

When we talk about sexual violence as a form of violence that occurs in schools, it can be divided into sexual violence among peers and sexual violence committed by teachers or other school personnel to the detriment of students. There are few examples when students are sexually abused by their teachers and are generally reduced to making obscene comments, sending a vulgar text messages and video content, and showing teachers the intimate parts of the body for the purpose of provocation.

The Special Protocol for the protection of children and students from violence, abuse, neglect in educational institutions states sexual violence as violence against children / pupils which includes “their involvement in sexual activity that they do not fully understand, for which they are not matured (do not accept the or are unable to agree with it) and which aims to provide enjoyment or meet the needs of the other person.”<sup>14</sup>

Sexual violence includes: sexual harassment, lascivious commenting, touching over or under clothes at the intimate parts of the body, but also in other parts of the body of a child with a sexual connotation, inducement or coercion of a child to participate in sexual activities, either contact - sexual activities, touching, etc. or non-contact activities - terms of exposure, exhibitionism etc. Also, sexual violence and exploitation also include the use of children for prostitution, pornography and other forms of sexual exploitation.

It can be concluded that sexual violence can only have a physical dimension or we can include verbal or nonverbal sexual innuendos. Therefore, sexual violence is a specific form of violence and can not be categorized as only physical or psychological violence only.

Children as victims of sexual violence, regardless of who appears in the role on abuser, suffer much more from impermissible violation of their bodily integrity - violence affects their mental health. The consequences that sexual violence produce may remain present when the child grows up. Victims often withdraw into themselves because they feel guilt, fear, shame for what happened to them. Very often sexual violence that children suffer in schools continues with psychological threat and pressure. Children are often threatened that their parents and classmates

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13 Nasilje nad decom, Studija Generalnog sekretara Ujedinjenih nacija, Unicef, 2006, str. 10.

14 Posebni protokol za zaštitu dece I učenika od nasilja, zlostavljanja I zanemarivanja u obrazovno – vaspitnim ustanovama, *op. cit.*, str. 4.

will find out what they were doing and will therefore be shamed and ridiculed, as is the case when it comes to bullying. Or, if the bully a teacher or other school employee, children are promised various benefits, such as better grades, buying various gifts etc, and in turn received a promise that they will not be known for their activities.

In a recently conducted regional survey in nine countries, including Serbia, titled "Balkan epidemiological study on abuse and neglect of children," it is said that in Serbia almost half of children under the age of 11 has experienced some form of abuse. According to this study, the level of the nine countries, the boys are more vulnerable to sexual abuse, and 7.4% of boys aged under 11 years, with 2.2% of girls of the same age had such an experience.<sup>15</sup>

Incest Trauma Center Belgrade<sup>16</sup>, in turn, states in his Summary of statistical data on sustained sexual violence, which contains processed data from the Serbian territories, for the period from 1994 to 2009, that one of the five victims of sexual abuse is male, and the remaining four females.

Outstanding contribution of non-governmental organizations (ITC) is reflected in the development of initiatives that sexual trauma and pain in children can not be obsolete. The initiative was adopted by the Parliament of the Republic of Serbia on April 8, 2013, which has Serbia, in addition to the UK, becoming the second country in Europe to recognize that sexual trauma of a child has no expiration date. That has changed the previous regulation that sexual assault against a child becomes obsolete six years after the last incident.

**Social violence.** Simply speaking of social violence - it is violence that is manifested through the isolation of individuals from the group. This is the kind of violence that is, when it comes to school violence, most often manifested in relation of the peers, and rarely in relation to student - teacher.

Social violence primarily jeopardizes one's social status in the group. Peers tend to isolate someone because their differentiating distort the homogeneity of the group. The distinction can objectively exist, but not necessarily, because children are often prone to fictional stigmatizing individuals to harm them or simply because they see them as, for example, a competitor for the leading position in the group.

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15 <http://www.novosti.rs/vesti/naslovna/drustvo/aktuelno.290.html:406581-Nasilje-nad-decom-preti-sa-svih-strana>, 18.11.2012.

16 Sažetak statističkih podataka Incest Trauma Centra – Beograd uvršten je u Nacionalnu strategiju za sprečavanje i suzbijanje nasilja nad ženama i nasilja u porodici Ministarstva za rad, zapošljavanje i socijalnu politiku Republike Srbije u junu 2001. godine

Thus, it is not uncommon to hear that a group of children does not want to hang out with some of his peers because different religion or nationality, because of his sexual orientation is different, because his parents were of lower economic status or because he doesn't have one or both parents etc. Children, because of underdeveloped empathy, accidentally and intentionally, can falsely label someone and spread false rumors so they would isolate him from the group, not knowing, however, that it could have irreparable consequences to the social status of the victim and her mental state. They invent various stories, like one of their parents is in prison, that he was a victim of abuse, that he is a drug addict, that he is in a sect, that he is engaged in prostitution etc. By presenting false or true details of the victim's life, which she did not want to know, it is badly influenced on the reputation of the victim in the company, its reputation is reduced, and the victim often, even before he is directly expelled from the group, withdraws to himself and loses confidence. Lately, in the world and in our country, there were cases of suicide of children who have been victims of social violence. It is precisely because of the severe consequences that this type of violence carries with it, special attention is devoted to it, which earlier, given the underhanded ways of expression, unfortunately, was not the case.

***The digital / electronic violence.*** With the increasing use of modern media, technology and multimedia devices, its increasingly coming to misuse among the youngest population or of the use for the purpose of implementing or, at least, documenting violence. That is why, in recent years, as a special kind of violence, stands the so-called "electronic bullying" (Eng. Cyberbullying).

Willard electronic bullying is defined as "sending or posting injuring or cruel text or images using the Internet or other digital means of communication."<sup>17</sup>

It is not uncommon that electronic violence is not seen as a real violence, nor that the victims are not taken seriously. There is often an understanding that if the violence takes place in the virtual space then the victims are virtual, which certainly is not true. The consequences that could be caused by this type of violence are different behavior problems, poor concentration on daily tasks, avoiding going to school, avoiding socializing with peers, loss of self-esteem, feelings of fear and anxiety etc. Due to such consequences victim can independently or with assistance, get out of network abuse, by changing a phone number, email address, or the case of abuse will be reported to the competent authorities, which will let the bully know that the victim is ready to confront. However, it happens more often that the

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<sup>17</sup> Popadić Dragan, *op. cit.*, str. 45.

victim falls under the influence of thugs, become helpless, because you do not see a way in which to defend or hide in virtual area, a bully may be one or more of them and using the convenience of being anonymous can do great irreparable damage to the victim in front the endless audience. In recent years we have witnessed not a small number casses of suicide victims because of digital violence, around the world. Unfortunate events have contributed significantly to the understanding of cyber bullying finally as a real danger, regardless that this kind of violence is manifested in the irrational space and time. Awakened awareness of cyber bullying has prompted many studies on this subject, and in our country. Ministry of Education, Science and Technological Development, UNICEF and Telenor have conducted a research project entitled “Stop digital violence” in 34 schools (17 primary and 17 secondary) on the territory of Serbia, in November 2012.<sup>18</sup> The impact of media violence among children and youth in Serbia researched by Professor Dragan Simeunović and the results of their research work published in Violence in the “old” (paper press, television, web 1.0) in the media and new media (electronic press, digital video , web 2.0) in Serbia.<sup>19</sup> This work, published in 2011, based on research conducted in the period January - June 2010, was aimed to show how and in which way the media influence the violence.

### 3. The roles of the participants in the violence

We're already pointed out at the beginning of this paper that school violence is a very specific problem, mainly because at least one participant is a child. In addition to children, in the violence, with adjective school, can participate and their teachers, profesors and other adults, non-teaching staff of the school. Both children and adults, alike, can be found in the roles of perpetrator and victim. It is precisely this chapter that will deal with characteristics of the participants of school violence.

***Children in the role of bully.*** The increasing opinion that children are becoming bullies because they once were themselves victims of violence has its stronghold, in addition to a large number of studies of violence among children, and in psychology. The most violent are most often the children who got through life situations in

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<sup>18</sup> <https://www.telenor.rs/sr/O-Telenoru/Korporativna-odgovornost/Telenor-fondacija/Vesti/2012/-Zaustavimo-digitalno-nasilje/?pn=1>, 12.12.2012.

<sup>19</sup> Simeunović Dragan, “Violence and the “old” (paper press, television, web 1.0) in the media and new media (electronic press, digital video, web 2.0) in Serbia”, *The Review of International Affairs*, Vol. LXII No. 1143, pp. 34-47, 2011.

which they had no control over what is happening around them, children who had experienced the death or divorce of parents, children to which violence is a common form of interaction between family members, or children without parental care. Also, children who live in, tentatively, ideal family conditions may become violent because they can not achieve the expectations and ambitions of their parents.

This indicates that it is not quite easy to create a profile of a violent child, or disclose the causes that lead to a child becoming violent.

One of the main characteristics of a violent child is expressed aggression toward peers, but also to the teachers and adults. Their attitude towards violence is more tolerant, and in relation to the victim they show a lack of empathy. They are characterized by the need for a sense of control and power and causing the inferiority of the victim. Bullies are also more prone to violations of school rules, because it is one of the ways in which they want to communicate to the public that they refuse to submit to any restriction.

Olweus divided violators into typical and passive. Typical bullies<sup>20</sup> are people who are very violent towards their victims, other students, and the target of their violence can be adults. They are aggressive towards other people, and that behavior pattern of distrust and disrespect for authority they manifest with rebellion and violent behavior. They can be selfish to other students, and require them to give money and other material things. They are characterized by a strong desire to rule over others, to be the center of attention and intention of using of illegal actions and behavior such as aggressive behavior toward other students or teachers. Typical bullies are people who, by some unwritten rule, have problems in family functioning, may have come from dysfunctional families, parents are to them either too lenient or too rigid. Bullying with them often arises from early emotional deprivation by parents. Passive bullies<sup>21</sup> are participants in various violent actions, but only as companions of those who carry bullying of others. They themselves may be fearful or aggressive toward others and do not themselves become victims of violent behavior.

When asked “why kids act violently?” Or “why children behave violently?”, there are different possible answers. Some children simply do not have adequate access to the gravity of their actions, because they are not yet emotionally mature enough.

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20 Olweus Dan., *Nasilje među djecom u školi – što znamo I što možemo učiniti*, Školska knjiga, Zagreb, 1998, str. 42

21 *Ibidem*, str. 43

For other children, the problem is education, because their parents did not guided them well enough in some phases of growing up. Also, there is an opinion that the mentality and value system of the environment in which the child lives can affect motivation for bullying.

***Children as victims.*** As with the abuser, with the victim there is no stereotype. Victims can be almost everyone. The favorite victims of bullies are those kids that they can abuse often and for which they are confident that they will not oppose, they will not report them, but that they will be withdrawn and suffer violence.

Regardless that there is no exact model for which the typical victim could be described, it is possible to conclude that these are personality traits that make a child more susceptible to this role. These are: excessive sensitivity, low self-confidence, insecurity, underdevelopment, social skills, inability to self-defense, as well as some physical characteristics that a child stands out from their peers - eg. obesity, the need to wear glasses, hearing aid, some physical defect etc. Also of interest may be differences in terms of economic status, and religion and nationality. Numerous studies show that marginalized children are more often exposed to abuse. Children in school can be abused by their peers, but also from adults - teachers and other school staff. Thinking that school violence occurs exclusively in the facilities of the school - classrooms, hall for physical, yard, sports grounds etc is wrong. Violence with the epithet school can happen on the way from school to home and vice versa. For example, cyber violence, although there is no particular dimension of space where it happens, can be put in the context of school if a student is subjected to harassment by, for example, text messages received from their peers or teachers.

A sense of inferiority, will certainly be created with the victim because of the violence, and the intensity of that feeling will further define its behavior. Previous research has not determined whether there is a difference in the intensity of the fear that the the victim feels when they are abused by their peers or by teachers. It is believed that the psychological pressure that the victim suffers to some extent, is higher if the teacher is a bully, because it is automatically perceived as someone who performs with positions of power.

Olveus differes passive or submissive and provocative victim. Passive or submissive victim - somehow sends a message to others that they are worthless individuals, that they will not oppose if they are attacked or insulted. Passive victims are more anxious and insecure than other students and are more sensitive, thoughtful and reserved. When they are attacked by other students they react by crying and

withdraw into themselves. They have low self-esteem and regard themselves as unsuccessful people. Passive victims are not aggressive.<sup>22</sup> The provocative victim – have a peculiar combination of fearful and aggressive patterns at the same time, behaviors and reactions. This group of victims is smaller than the previous one. These are those that provoke, which are anxious and have aggressive behavior models. They often have trouble concentrating, they cause irritation and tension around them. Such children, although they are victims, react aggressively or ignore bullies.

The situation of children who are victims of violence is very specific. If the violence they suffer is, for example, physical, they are inevitably exposed to psychological pressures because they constantly live in fear of their abusers and replayed attacks. Thus, all forms of violence, not only psychological, for the victim, inevitably, have psychological consequences. These traumas are perhaps most dangerous in childhood, because children lack maturity, and are often not able to cope with survived experience. Child victims often suffer from various problems caused by stress, such as insomnia, headaches, nightmares. These children often find various excuses to avoid going to school, recreational classes, because they want to hide from bullies and the environment in which they feel unsafe. In extreme situations, such children decide to commit suicide or to take the life of his oppressor. “The victims observed rated a higher percentage of suicides than children who were not victims of school violence, and to 8% of girls and 4% for boys, compared with 1% of the children who are victims of bullying (Keriikowske, 2003).”<sup>23</sup>

***Teachers in the role of bully.*** The identification of school violence to peer violence and binding it only to children was logical somehow until recently. However, one should not ignore the fact that the school is an institution that is not only made for children, but its daily residents are adults - their teachers and non-teaching staff. As each type of interaction carries with it a possibility of conflicts, this could be achieved in relation between teachers and students, and that violence can be a two-way - violence towards the pupil and student to teacher.

In the part of this paper which was dedicated to the characteristics of physical violence, there were given the facts relating to the time of reversal of corporal punishment in schools around the world. Although the physical violence of teachers towards students regulations is strictly prohibited in most countries in the world, you can not say that it is an obstacle to its presence in schools today. What has also

<sup>22</sup> *Ibidem*, str. 40 - 41

<sup>23</sup> Vasić Suzana, *Škola bez nasilja – nekad I sad*, master rad, Filozofski fakultet, Niš, 2012, str. 39.



been said is that psychological violence often leaves lasting effects on the physical, and, unfortunately, it is considered that it is in relation to teachers and students the most common form of violence. In addition to these two, the most frequent form of violence, violence that is most usually committed by their teachers, sexual violence is increasingly being considered.

In support of faculty that teachers with their conduct mostly expose students to psychological violence is Olveuse's assertion that teachers 'violence' is "public disclosure of degrading negative comments about the students."<sup>24</sup> He is one of a small number of researchers who were, while studying about school violence, payed attention to the violence that has meant the participation of teachers. During one of his research conducted in Norway in 1985, he came to the data that about 2% of students surveyed from 2400, reported that 10% of teachers were violent.

It was followed later, by many research on this topic. For eg, according to research of Esle and his associates, which was conducted among 200 students, it was concluded that as many as 76% remembered that they were exposed to violence by teachers when they were students. 53% were insulted and humiliated, 51% of students were found a situation in which teachers belittled the work, 46% thought that they were unjustifiedly punished, 33% had been verbally and 22% physically abused.<sup>25</sup>

In Serbia, the 2011 survey conducted by the Ombudsmans Department of Child Rights and the Panel of youth counselors which is made from 30 students from primary and secondary schools from all over Serbia, aged 13 to 17 years. The survey was conducted using a survey that was anonymous and that included 1054 students from 57 schools. On the question relating to the abuse of students by teachers, 60% of high school students surveyed said that they met with this kind of violence, while 88% of respondents indicated that pupils are not met with abuse by teachers.<sup>26</sup>

Work on strengthening the legal framework in the field of children's rights, as well as to raise awareness among students and parents about the necessary protection of children from violence and abuse by adults in educational institutions, contributed that the so-called dark figure of such events is reduced or is at least made public and easier for punishment.

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24 Popadić Dragan, *op. cit.* str. 99

25 *Ibidem*

26 [http://www.ombudsman.pravadeteta.com/index.php?option=com\\_content&view=article&id=91%3A2012-05-13-21-39-15&catid=38%3A2012-04-09-12-59-17&Itemid=89&lang=sr](http://www.ombudsman.pravadeteta.com/index.php?option=com_content&view=article&id=91%3A2012-05-13-21-39-15&catid=38%3A2012-04-09-12-59-17&Itemid=89&lang=sr), 17.10.2011.

***Teachers in the role of victim.*** Maturing, children are becoming more aware of their rights and the rights of teachers that they can use against them in the case of disobedience. Lately, the rights of teachers are rather limited, the children started to treat them with less respect. Such behavior often results in violence. It is believed that such an approach, greatly contributes to cave-ins of authority of the teachers, as well as the overall value system.

Forum of Belgrade primary schools conducted in late 2008, an anonymous survey among teachers. The data that was obtained are says a lot about worrying situation in schools. As many as three-quarters of the teachers surveyed responded that they had experienced some form of violence at school.

When we talk about students' violence against teachers, the most commonly it comes to psychological violence - inappropriate behavior in classes, provocation, various comments, insubordination etc. Physical attacks on teachers are somewhat less common, but by no means negligible. And lately, very popular teacher harassment is cyber bullying. Students do different things in order to succeed with the intent to harm teachers. They often resort to the following methods: sending false bomb scare at school, threatening telephone, coming to class with baseball bats, undress pants in class, walking between the benches, kicking, throwing chairs, breaking the glass in the windows, shouting at teachers, taking their diaries, repairing unjustified lessons and assessments, standing by the teachers while they taught, throw things at them, ridicule them etc. Teachers are not exposed to violence only by students but also by their parents. Parents encourage children's stories, often decide themselves to "take justice into their own hands." Dissatisfied with assessments of their children or the way in which the child is treated, the parents know how not only verbally but also physically to attack teachers. The efforts of parents that their children unconditionally achieve excellent grades in school, even though it is not realistically they do not deserve it, only reinforced the trend of violence against teachers and encourages children to this resort.

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The author in this paper would like to put special emphasis on presenting the characteristics of school violence by species, as well as explaining the features of the perpetrators of violence. The reason for this is the better recognition of potential problems significantly contributes to its easier and faster solutions.

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## NASILJE U ŠKOLAMA

### Apstrakt

*Nasilje u školi svakako nije pojava novijeg datuma. Postoje različiti pisani izvori u dalekoj prošlosti koji ukazuju na njegovo postojanje. Napredak u izučavanju ove forme nasilja je usmeren pre svega na konkretnom otkrivanju, a zatim na sprečavanju i sankcionisanju nasilja u školama. U skandinavskim zemljama 70-ih godina prošlog veka je došlo do značajnog podizanja svesti o tome da je problem nasilja u školama veoma prisutan i da njegovi efekti nisu zanemarljivi. U Srbiji se istraživači poslednjih desetak godina intenzivno bave nasiljem u školama o čemu govori i najveći broj nacionalnih istraživačkih projekata u tom periodu na ovu temu. S obzirom da je nasilje u školama sa jedne strane aktuelno, dok je sa druge strane nedovoljno istraženo, autor je pokušao da predstavi rezultate svog istraživanja koji se vezuju za uspostavljanje korelacije između nasilja u školama i nasilja u porodici, uz određenje uloga subjekata i objekata nasilja.*

**Ključne reči:** nasilje, nasilje u školama, vrste nasilja u školama, učesnici u nasilja u školama.