

THE MANAGERIAL MODEL OF PREVENTION AND REDUCTION OF LEVEL OF VIOLENCE IN A SCHOOL

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Abstract. The school must create a systematic continuous and persistent program. The program is based upon strategy that relates to a combination of components over time, to the range of ages in school and to the cultural context of school environment, while creating partnerships amongst all involved factors.

Keywords: reduce violence in schools, School policies, class rules, School safety.

MODELUL MANAGERAL DE PREVENIRE ȘI REDUCERE A NIVELULUI VIOLENȚEI ÎN ȘCOALĂ

Rezumat. Școala trebuie să creeze un program sistematic, continuu și persistent. Programul se bazează pe o strategie care se referă la o combinație de componente în timp, la gama de vârste în școală și la contextul cultural al mediului școlar, creând în același timp parteneriate între toți factorii implicați.

Cuvinte-cheie: reducerea violenței în școli, politici școlare, reguli de clasă, siguranță școlară.

Introduction

Meanings of savagery shift as indicated by various conditions and societies. The World Wellbeing Association characterizes brutality as; “the purposeful utilization of physical power or control, undermined or genuine, against oneself, someone else, or against a gathering or group, that either brings about or has a high probability of bringing about damage, passing, mental mischief, maldevelopment, or hardship” [2, 7]. Savage acts in school could be; from educator or overseer to understudy, between understudies, between instructors, amongst directors and instructors, or from understudy to executive or to educator. Savage practices of instructors are characterized as; a conduct design delivered from control contrasts that fundamentally hurt understudies and have no legitimate, scholastic, or ethic reason [6].

Clearly, how we characterize brutality will affect how we assemble information about it at a large-scale level. A critical point is to clarify what one's definition is, however there are other essential issues to consider when gathering information. Albeit some important insights can be found in many, maybe all, European nations, many are roundabout or deficient – for instance, studies of harassing (as opposed to viciousness); official measurements on mischances caused by savagery; criminal measurements in view of “lawful” definitions, for example, hostile to social conduct, adolescent wrongdoing and vandalism; and information on school rejections.

There is a general absence of orderly information accumulated on an extensive scale after some time. Measurements on school viciousness depend on an assortment of instruments [11].

Actions to reduce violence in schools

National requirements, initiatives and programs

The surveys in Smith [11] show that some actions have been tried in every country. Some are national initiatives, some regional or local, some in individual schools. The larger scale actions are often well-developed programs that may include curriculum work, individual work with pupils at risk and other measures [13].

School policies and class rules

Whether as a result of legal requirements nationally, or as a consequence of following structured programs (such as the Olweus Anti-bullying Program), a common approach is to develop school policies or class rules to deal with violence and to foster helping behaviors. In some countries (such as the United Kingdom) the emphasis is more on whole-school policies, in others (Austria, Netherlands) it is more on the development of class rules. A positive feature of such procedures is that they give an opportunity for consultation between staff and pupils, and (for whole-school policies) with the school community. Developing class rules may maximize individual involvement but runs the risk of a fragmented approach compared to a whole-school policy. All school staff have a vital role in developing class rules or school policies by involving the pupils. A good whole-school approach will make the role of the staff, and parents, clear [5].

Improving the school environment to reduce violence

The physical environment of the school is an important factor for the likelihood of violent incidents occurring. One factor may simply be the risk of minor hassles – collisions in corridors, frustration while waiting in dinner queues and so forth. Playground areas can be made more varied and inviting, to reduce boredom and the likelihood of violent acts being carried out “for fun” when there is nothing better to do. However, probably the most important factor in the school physical environment, at least for pupil-pupil violence, is ease and extent of adult supervision. Good visibility of areas pupils uses, as well as training for lunchtime supervisors if staff does not do this task, are likely to be helpful [11].

Teaching programs and activities

There is widespread use of materials designed to raise awareness about violence and bullying, to change attitudes and to suggest means of coping. They include quality circles, literature, drama activities and role-play, films and videos [11, 5].

Helping individual pupils at risk of being violent

Some preventative interventions focus more on individual pupils who are at risk. These can include a “positive report card” scheme (used in Belgium), training in social

competence and social skills, or assertiveness training, and finding ways of raising pupils' self-esteem (Pathways Program in Ireland). Programs such as the "No blame" approach or the "Method of shared concern" are structured ways in which aggressive or bullying pupils can be encouraged to change their behavior [3, 7].

Support for victims of violence

There are variety of methods for offering help for casualties of savagery. General educational programs work may help grow more strong demeanors with respect to onlookers, or the general companion gathering; a particular case is the Nuutinen slide appear (Finland), which plans to stun understudies into a difference in mentality in regards to the worthiness of savagery. All the more comprehensively, there is an assortment of companion bolster, become a close acquaintance with, intercession and strife determination, and advising plans. These have created throughout the most recent decade, and existing assessments of companion bolster demonstrate that they can enhance the general atmosphere in the school, enable observers to make a move to help tormented companions and bolster some powerless understudies. Various nations are building up these plans (Italy, Joined Kingdom) [1].

School safety and security arrangements

Some initiatives focus more on dealing with violence when it happens, or providing less opportunity for it to happen. In several countries (Austria, Spain, United Kingdom) there are telephone helpline services for pupils as a way of seeking advice anonymously. A more security kind of focus can include issuing vulnerable pupils with an "alarm bracelet" so that they can call for help if threatened or attacked (Finland); having a rapid response system to deal with violent incidents when they occur; employing school guards (Safe Schools Program in Portugal); and strengthening general security in the school regarding weapons and unauthorized entry, perhaps by video surveillance. Such "security" responses may be necessary in some situations but run the risk of being counter-productive in efforts to improve school climate and Convivencia. The evidence from Portugal suggests that, in that country, an earlier reliance on a security-based, "safe school approach" is now giving way to one based more on pedagogical principles and encouraging pupil self-esteem and responsibility. Similarly, restorative approaches through restorative justice in some UK schools are showing positive outcomes for both the victims and perpetrators of violence [1].

School staff training

Support for teachers is an important theme in intervention work. Although all members of the school community share the problem of school violence, teachers are generally in the forefront of dealing with pupil-pupil violence when they see it happening or it is reported to them. They need to be adequately prepared for this. More can certainly

be achieved in matters of helping non-teaching staff such as playground supervisors, janitors, cooks and school nurses who may witness violence but who are poorly prepared to know how best to react. More can also be done to train school staff in how to involve parents in work to reduce school violence. There are examples of specific teacher training in dealing with violence (Ireland, Spain), information and materials for teachers (anti-bullying pack in the United Kingdom); and provision of education assistants or aide-éducateurs (France), or learning mentors (United Kingdom) to assist teachers [1].

Models of effective intervention programs

School-based violence and bullying prevention programs are more likely to succeed with family education components, appropriate adaptations for the social and cultural characteristics of the school population, long program durations, and high levels of parent engagement. There is strong evidence that school-based violence and bullying prevention programs reduce violence and victimization. Programs implemented at the classroom level appear more effective than formal school policies against bullying or approaches that focus on specific bullies, and longer, more intense programs reduce bullying more than less intense programs. Most school-based anti-bullying programs also reduce victimization (being bullied), bullying, and aggressive behavior. Such programs are effective for students of various ages, socio-economic status, and ethnicity (CG-Violence); in a few cases, program effects appear greatest among boys and older students. Such programs have also been shown to modestly reduce bullying in some circumstances. Multi-component interventions, including a focus on classroom management and rules, better playground supervision, and firm discipline, as well as incentives for bullies to change their behavior, and focused attention for at-risk youth can also increase program effectiveness. Programs that offer information about violence, change thought patterns associated with violence, and build social skills have been shown to reduce violence. Interventions that teach social and interpersonal skills as well as aim to modify attitudes and beliefs are more effective than those that focus on mitigating responses to provocation. Adopting the principles and practices of trauma-informed schools may enhance bullying prevention efforts, and address the social emotional and mental health needs of vulnerable students. Examples of effective anti-bullying programs include Olweus (Blueprints) and KiVa. Overall, whole-school violence prevention programs reduce violence [9].

Examples of Selected Violence Prevention Curricula and Programs Note

While several of these curricula have been evaluated, others have not. However, all curricula listed below show great promise for reducing conflict and violence in schools and building students' skills. In addition, several of these curricula and programs have been highlighted as exemplary or promising by the U.S. Department of Education, Safe and DrugFree Schools Program:

1. **Aggressors, Victims, and Bystanders (AVB) Violence Prevention Curriculum.** This curriculum examines violence among peers, including the roles that young people play in potentially violent situations (aggressor, victim, or bystander). It helps students to understand the dynamics of a situation, define their problems and goals, and generate positive solutions in ways that will not lead to fights. The curriculum has been found to increase students' desire to resolve conflicts peacefully and decrease their acceptance and encouragement of aggression.
2. **Flashpoint II** This curriculum explores hate crimes, civil rights, prejudice, and stereotyping, and provides young people with skills for analyzing the media's depiction of ethnic, racial, and religious groups. It also helps adolescents to build better relationships with diverse groups, and gives them strategies they can implement and use to help victims. This curriculum has been integrated into the Massachusetts school system and is currently being evaluated by the Office of Juvenile Justice and Delinquency Prevention (OJJDP).
3. **Healing the Hate: A National Bias Crime Prevention Curriculum** This curriculum helps middle school students to respond to and prevent hate crime. It is based on the principle that violence and prejudice are learned and therefore preventable.
4. **Michigan Model for Comprehensive School Health Education.** The Michigan Model brings together an array of national, state, and private resources to promote comprehensive school health from kindergarten through high school. The goals of the program are to provide common language and approaches for parent, community, and student health programs; and reinforce prevention messages from a variety of levels.
5. **Open Circle Curriculum:** The Open Circle Curriculum is a social and emotional learning curriculum that targets elementary school students and focuses on strengthening their communication, self-control, and social problem-solving skills. The program also aims to promote the creation of growth-fostering relationships among students and between students and the adults in their lives; and to build a sense of community in classrooms and schools by fostering communication among students and between students and their teachers.
6. **Peace Builders:** Peace Builders is a school-wide violence prevention program for elementary and middle schools that aims to reinforce positive behavior at school, home, in after school settings, peer interactions, and the mass media.
7. **The Peacemakers Program: Violence Prevention for Students in Grades 4-8.** The goal of the Peacemakers Program is to reduce aggression and violence among youth, and train students in conflict-related psychosocial skills, including anger

management, unbiased social perception, conflict avoidance, problem-solving, and assertiveness.

8. The Positive Adolescent Choices Training (PACT) Program PACT teaches adolescents appropriate social skills, and helps them learn how to recognize and control angry emotions that can escalate conflict. The curriculum is culturally sensitive to African-American youth and videotaped training vignettes feature contemporary African American youth. Students learn how to give positive and negative feedback, resist peer pressure, and problem-solve effectively. Evaluation has showed that this program is statistically significant in raising anger management and social skills and lowering reports of violent and aggressive behavior [10, 8, 7, 4].

A principal and the educational staff are personal examples in their behavior and in taking responsibility for the educational process. Building a safe climate and dealing with violence is part of the missions of a school principal and the educational staff and not of forces outside the school. There is a place for temporary combination of programs activated by outside professionals, but the emphasis must be on intensification of inner forces of a school, by deepening the training and internship of educational staff members including personnel of the school assisting setup.

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