

Interactive course

Zivac Group Central
Technological High School 1 Alexandria
IIAPHS
DIONE

Romania

Italy

Cyprus



**EQUILIBRIUM BY
NON VIOLENCE**





Equilibrium means non- violent behavior

It is important to understand

- How emotions can influence violent behaviour
- How negative emotions can be managed
- Mechanisms for violence formation



Emotions

Negative emotions and positive emotions

Managing negative emotions



**A student at school
raises his voice to a
colleague**

**This can cause a strong
emotion**

**Strong emotion can
cause the student to
react aggressively**

- Emotions are a complex state of life that can cause physical and mental changes in an individual, while influencing thinking and behavior.
- We humans can have strong emotions, which can cause individuals to take actions that they would not normally do.

- There are basic emotions that are universal
- They appear and can be recognized in all cultures of the world
- They appear unconsciously
- These are physiological reactions





What are the basic emotions?

Happiness
Sadness
Anger
Fear
Disgust
Contempt
Surprise



How emotions are formed

There is an evaluation process
Which leads to such a response

- cognitive processing
- physiological changes
- subjective experiences
- facial expressions

**The brain
receives a
stimulus**

**Action
Emotion**

Answer

Positive emotions

Joy extends by creating a desire for play, pushing boundaries and developing creativity

The interest expands creating the desire to explore, retrieve new information and experiences and expand the self in this process

Satisfaction extends by creating a desire to enjoy the current circumstances of life and to integrate these circumstances into new opinions about oneself and the world

Pride follows personal achievements, expands by creating a desire to share news about achievement and imagine even greater achievements in the future

Love, conceptualized as an amalgam of distinct positive emotions (eg, joy, interest, gratitude) experienced in safe and appropriate relationships contexts extends creating recurring cycles of urges to play, explore and enjoy experiences with loved ones

Negative emotions



-
- Emotions are a source of information that helps us understand what's going on around us
 - Negative emotions, in particular, can help you recognize threats and feel prepared to face the dangers
 - Many different experiences in our lives will lead to different emotional reactions



Emotion management

Identification of emotion

Observe carefully

Are you happy, angry, etc.



Awareness of why the emotion appeared

Did anyone upset you?

Have you met a loved one?



Manage your emotion

You keep the positive emotion

Remove the negative emotion by moving

Emotion management

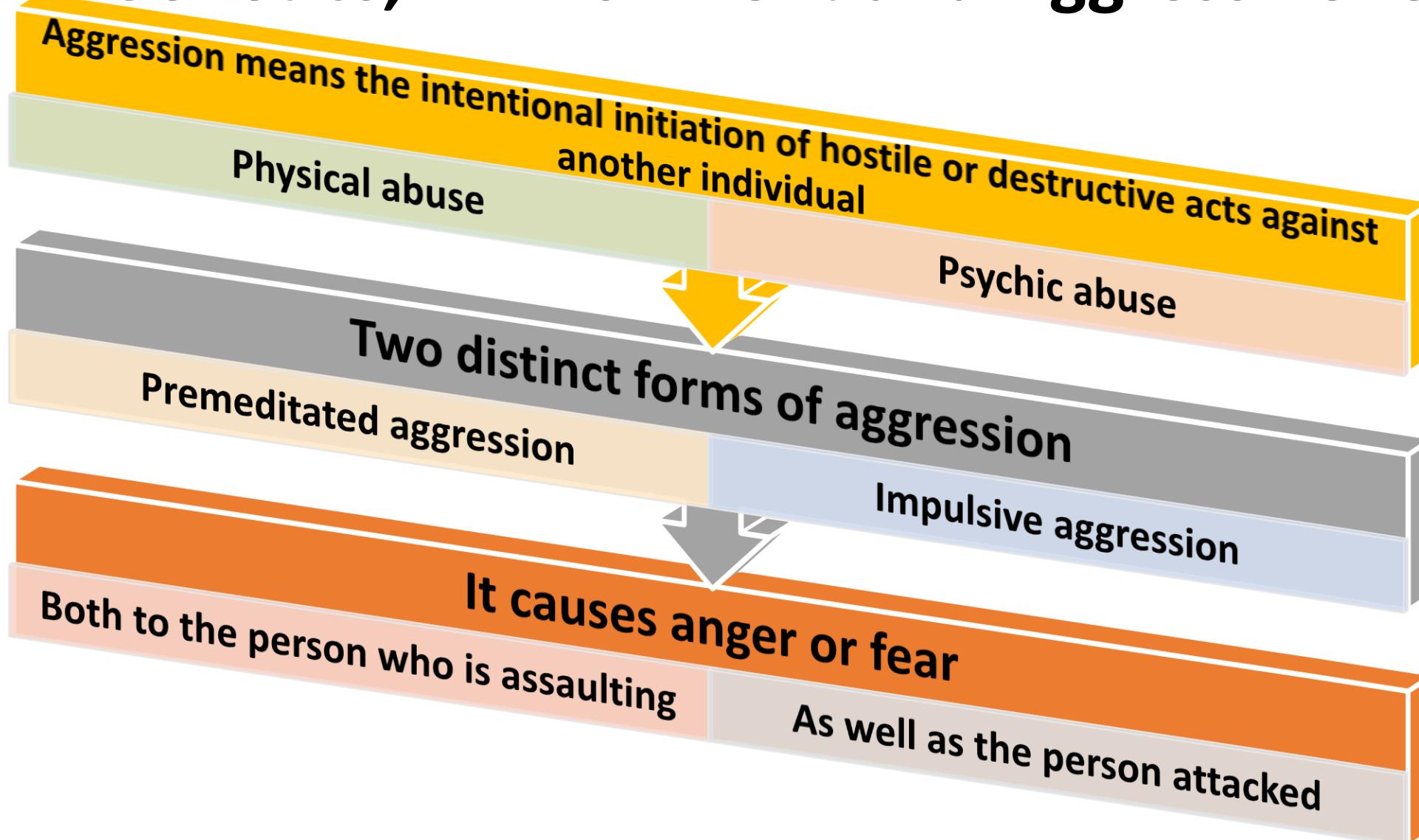
- It is normal to want to move away from the emotions that make us feel bad
- Negative emotions are a normal, healthy and helpful part
- These emotions are not a sign of weakness or low emotional intelligence.
- Trying to hide negative emotions can lead to additional emotional pain
- No emotion is without purpose. We need to explore and understand more about the purpose behind each emotion



It is important to learn how to recognize emotions and manage them!



Genetics, Environment and Aggressiveness

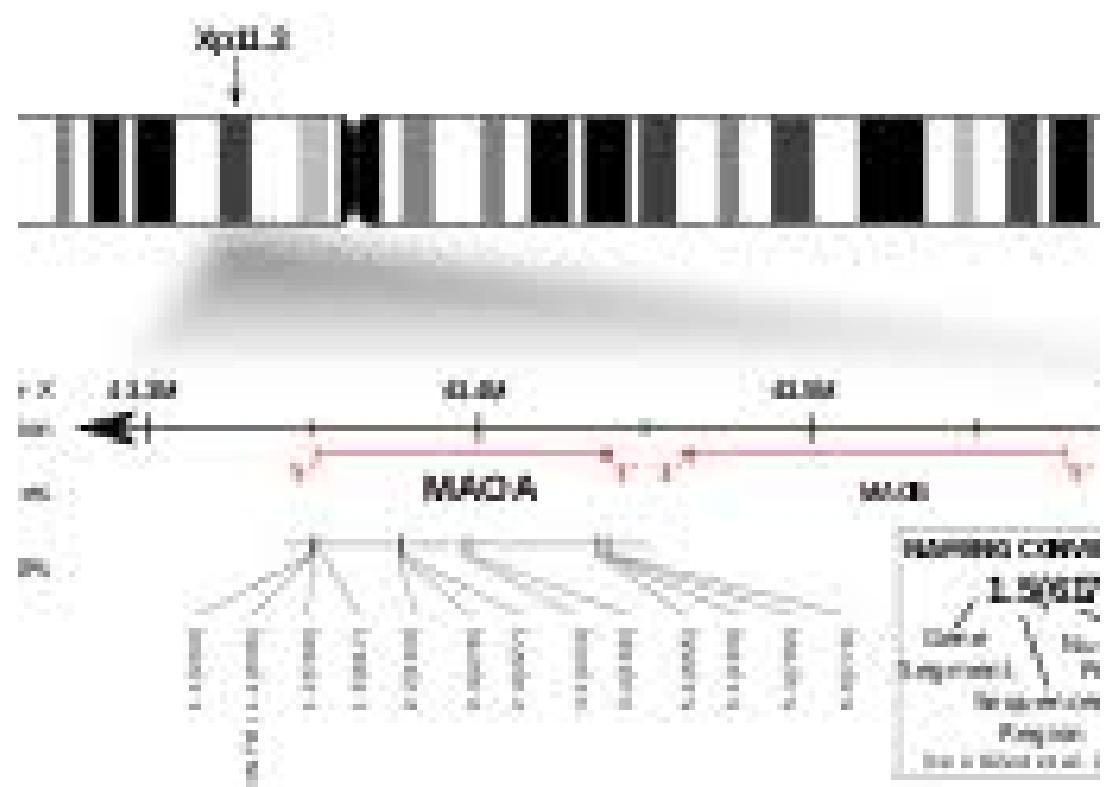


Individual differences in aggression

Why are some people more aggressive than others?

- Low self-esteem leads to violence. According to this idea, people who do not trust themselves try to feel good by assaulting someone else
- Some people to feel strong become aggressive when their self-confidence is threatened or their self-esteem is hurt

- There is a form of the MAOA gene (which regulates serotonin levels in the brain) that correlates with increased violent behavior, but only in people with a history of childhood maltreatment
- Several other factors contribute to a tendency toward violent behavior, such as childhood in a violent neighborhood, having parents with antisocial behavior, a history of head injury, higher levels of testosterone



Anger and violence

- Anger can be the result of many reasons, including hurt pride, unwarranted expectations
- We can unconsciously use anger to blame others for their own shortcomings, to stimulate our ego, to mask other feelings
- Any situation that causes frustration, especially when we think someone else is to blame for our losses, is potentially triggering anger and aggression
- Frustration is what we feel when we do not receive what we want, when we do not meet expectations or when something or someone interferes with a desired or expected result

What is violence?

**What is violent
behavior?**



Violence can be classified into three categories personal, collective or institutional

Personal violence

It is done at the micro level, which means that violent acts are performed by individuals and directed towards objects, animals or people. This category may also include self-harm.

Collective violence

Occurs when groups of individuals engage in violent actions, including riots, revolutions, and gang warfare. Psychologists argue that this type of violence can lead to more serious consequences than personal violence.

Institutional violence

Covers violent acts that serve institutional purposes. Includes extreme phenomena such as wars, killing and torture in concentration camps or crimes committed by totalitarian governments.

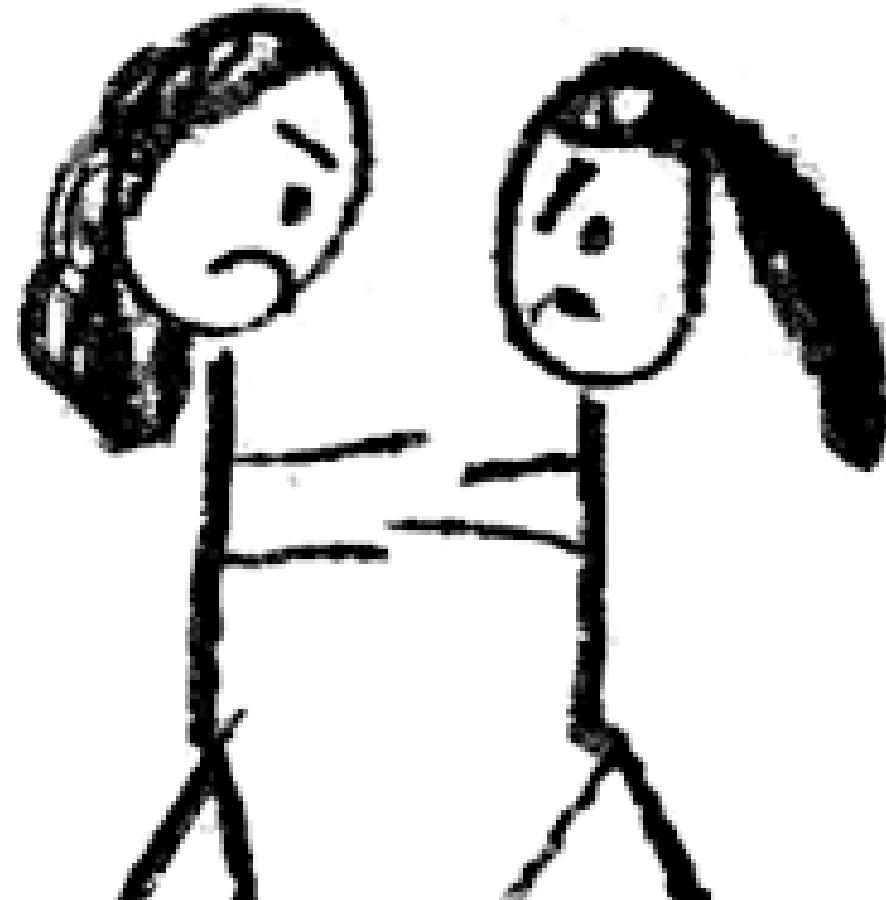


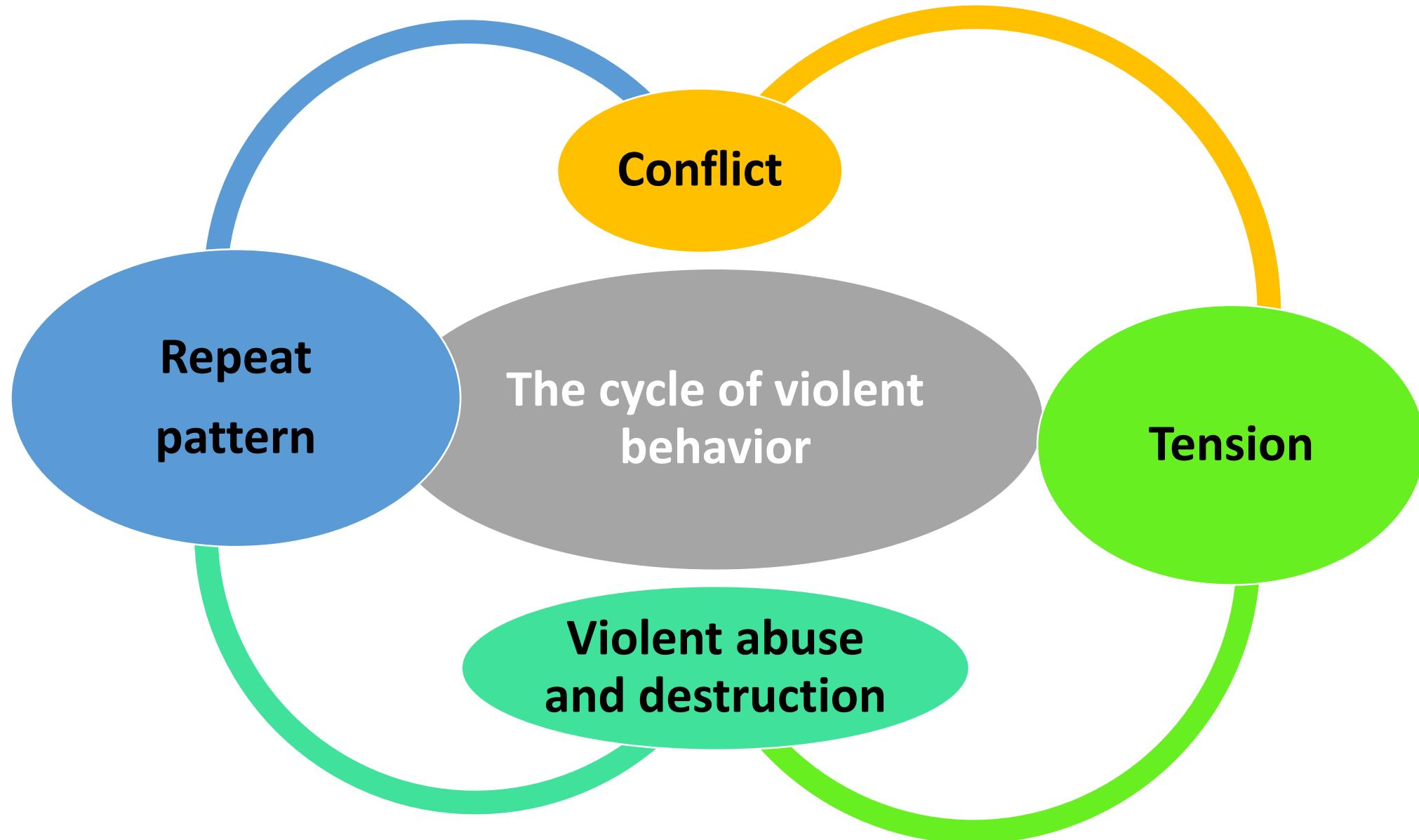
What is violent behavior?

- It is any behavior of a person that threatens or may harm or injure one or more individuals or destroy property
- Violent behavior often begins with verbal threats, but over time escalates through physical abuse
- Violence is a learned behavior, which is why it is particularly important to help children learn that violence is not a healthy way to resolve conflicts

There are some things that can make a person become violent

- A history of childhood abuse
- A history of violent behaviour
- Low self-esteem and feelings of hopelessness most of the time
- Alcohol abuse or drug use





Physical violence

- When someone uses a body part or object to abuse a person
- It can be hit, pulled, hair twisted, choked, burned, stabbed, pushed, beaten, bitten, forced feeding or any other harsh treatment
- Threats to a weapon or object that may cause injury
- Deliberate exposure to severe environment
- Crime



Sexual violence

- Forced sexual intercourse
- Forcing a person to perform sexual acts that can be degrading or painful
- Hit the sexual parts of the body
- Forcing a person to view pornographic materials, forcing them to participate in pornographic footage
- Unwanted sexual comments or jokes
- Humiliation, criticism or trying to control a person's sexuality
- Forced prostitution
- Unfounded accusations of promiscuity and / or infidelity

Emotional violence

- The fault attributed to the person for all the problems
- Do not allow the person to have contact with family and friends
- Destruction of the person's possessions jealousy
- Humiliation of the person
- Bullying of the person
- Provoking fear
- Threat for personal injury if the person does not cooperate
- Threat of abandonment of person



Psychological violence

- Threatening to harm the person or to his family
- Threatening to hurt oneself
- Threats of abandonment
- Attack / harassment
- Destruction of personal property
- Verbal aggression
- Social isolation of the person
- Person control
- Treating a person as a servant



Types of behaviors
Behavior analysis
Assertive behavior



- Behavior is an observable activity of an human an interaction with its environment
- Behavior is a way of acting and reacting in certain circumstances or situations

Types of behavior

Passive behavior (non-assertive-I don't count)

- The person shows exaggerated politeness
- Has a soft, uncertain voice
- Shoulders left
- Withdrawal posture
- It has no initiative, so it has no responsibilities, it lets others make decisions, does not ask for anything

- Passivity is the consequence of abusive behavior from childhood
- Or neglect by parents
- One of the consequences of the behavior is the involvement in humiliating relationships where they play the role of "victim"



The passive behavior

- He denies his own rights
- Does not defend its interests
- They do not express their emotions and feelings
- It allows others to influence it expresses feelings of guilt and helplessness, loneliness, fear and anxiety
- They regard their ideas and opinions as unimportant
- He devalues his own person
- Avoid direct confrontations
- Does not engage in discussions
- He is timid, submissive and humble
- Believes that his passive behavior will help him to be accepted and approved by others
- Is afraid not to disturb or offend anyone
- Cannot make decisions
- Reacts ill to criticism
- He avoids expressing his opinions presents intrapersonal conflicts

Types of behavior

Aggressive behavior (EU!)

- The person always wants to win because almost everything is considered a competition
- It seems arrogant and self-confident, but it masks a low self-esteem, often frustration, pain arising from failure to reach goals, covered by a dominant attitude (I dominate before I am dominated)
- Sharp voice, sarcasm

- The person with aggressive behavior relies on control over people, events, the actions of others
- But it will often suffer when those things, situations, people that it cannot control (the weather, the operating hours of the institutions) appear



The aggressive type

- he offends those around him
- it violates the rights of others
- uses a high tone
- uses offensive expressions
- take actions that disturb others
- humiliates people
- has an attitude of superiority towards people
- Destructive criticism of people (for real or imaginary mistakes) and their work
treats people with contempt

- does not accept other opinions and ideas
- does not tolerate advice
- does not understand other people's ideas
- interrupts the interlocutor to express his own opinion
- make decisions without consulting others
- he is violently dissatisfied
- he is a quarrel, he talks a lot
- finds fault in everything others do
- he is hostile and wicked

Types of behavior

Passive - aggressive behavior The message sent is maybe you but what he thinks is I

- he does not object openly, though he would, and the frustration accumulated by repression (due to lack of courage or permission to respond) manifests violently in unexpected situations
- does not express his opinion openly, often out of fear of not making mistakes, of not taking responsibility, spreading the mistakes of others and criticizing
- has a constant cause for revolt against the family, bosses, authorities, those who have control and set the rules because, in secret, they would like the role of "control", but they cannot do it out of fear
- often choose relationships in which the "jerk" can manifest, with people with low self-confidence, who interpret the criticisms as normal.

Types of behavior

Assertive behavior. The message sent is "I affirm myself as I am,,

- The person with assertive behavior recognizes their needs and asserts them
- He is honest with himself and with others which leads to an internal balance and in human relations

Assertive type

- respects both its rights and those of others
- they express their needs, desires, feelings and preferences in an open and honest way
- respect people
- take into account the opinions and ideas of others
- appreciates people's work and openly appreciates it
- communicates openly with people

- if he still criticizes people, then he does so constructively
- he is a good interlocutor, he listens to people without interrupting them
- trusts one's own strengths and the potential of others
- heed the suggestions of the people and thank them sincerely
- asks and offers help with pleasure
- is responsive to the needs of others



Assertive behavior is
The one that ensures balance
Which causes a person not to be violent

Assertive behavior

Techniques and methods for assertive training

Assertiveness means

Ability to
express
emotions and
feelings

Ability to
express
beliefs and
ideas openly

Ability to
fight for one's
own rights

- The ability to assertively communicate feelings, emotions and thoughts without harming the integrity of others is an effective way of communicating
- In this kind of interaction, both the dignity and rights of others and yours are respected

What to do a student with assertive behavior

- Share your feelings in statements to person I
- Do not minimize yourself and do not minimize others
- Be as specific as possible and use simple and clear words
- Be specific in feedback and criticism - refer to the person's behavior and not to the person
- Use neutral, non-explosive language
- Be cooperative, open and receptive to others
- Confront unpleasant situations on the spot or at least as soon as you can

Techniques to stimulate assertiveness

Active listening technique



it materializes in compliance with four principles:

- providing a concrete answer
- understanding the feelings of others
- manifestation of understanding and acceptance of the received message
- encouraging conversation

- **The technique of the "scratched disk"** which is frequently used in self-assertion and consists in repeating an action whenever it is necessary, but becoming more friendly and polite every time.
- **Norman's technique** involves avoiding a discussion in such a way that the interlocutor is not offended
- **The loss of smoke** consists in giving the other the feeling of accepting some criticism, but without giving up their own point of view

- **The technique of support** provided in finding an alternative. Proposing an alternative at the request of the other is beneficial when the situation requires us to refuse, but we want to provide support in solving the applicant's problem.
- To these techniques are added those of **positive expression** of opinions, of flattening of conflicts, of asking questions, or even of withdrawal from a situation without exit



Exercises for expressing assertiveness

Exercise 1

- Divide the students into three groups
- Make three notes, each type of behaviour
- Each group will receive a flipchart sheet that they will complete with the behavior drawn by lot: passive, assertive or aggressive
- Each team will play in front of the other 2 teams a scenario that shows the type of behavior they have chosen
- The 3 types of behavior will be discussed in comparison

Exercise 2

- The students are divided into three groups
- Each group receives a large white sheet of paper and a marker.
- Some messages are presented to the class and students are asked to rate the passive, aggressive and assertive responses to these messages.

Messages for students to respond to

- The friend / girlfriend / smokes and begs you to smoke with him / her
- Your colleague takes your snack from your bag without asking you to, but you are very hungry
- You set out to go with your colleagues to a movie at a certain time and day, but in the meantime they changed the day without even announcing you. You were on the initial date and waited for nothing. What are you doing?
- The colleagues wrote on your bank with a paint that cannot be deleted: "You are a nerd!,"
- A close friend cheats on you by saying untrue things about you in a circle of friends

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-
- Discuss with the students the answers they gave and reward the group that won with a nice word from the other teams
 - The winner is the group that has written the most assertive answers

Exercise 3

How can empathy develop?

- Ask a student to come in front of the classroom and tell something.
- The other students
- They will learn to decipher the body language
- They will observe the facial expressions, tone and posture of the narrator
- They will try to feel them on a bodily level;
- Will analyze if they feel closer to the colleague who tells how the new posture makes you feel



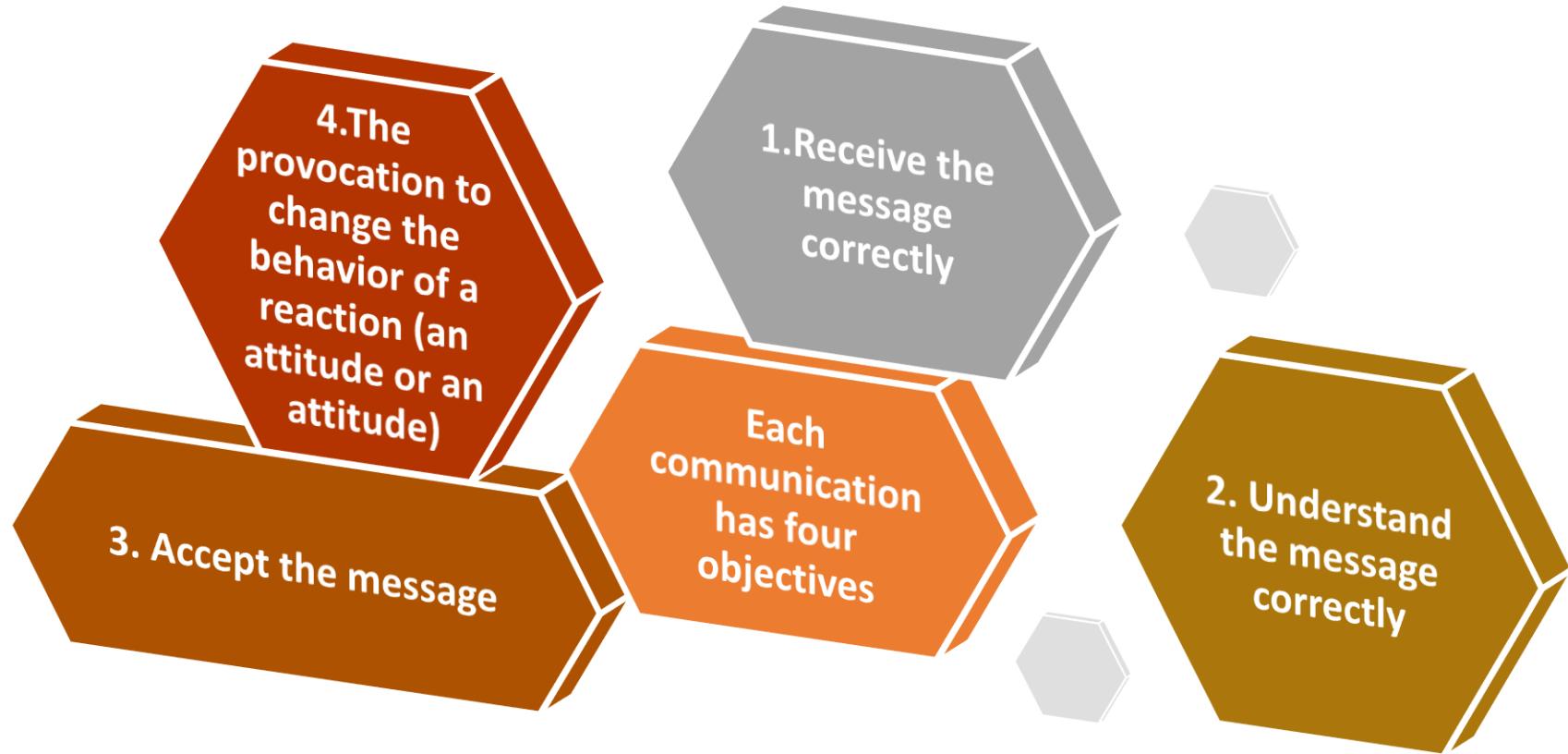
Efficient communication

The elements of communication

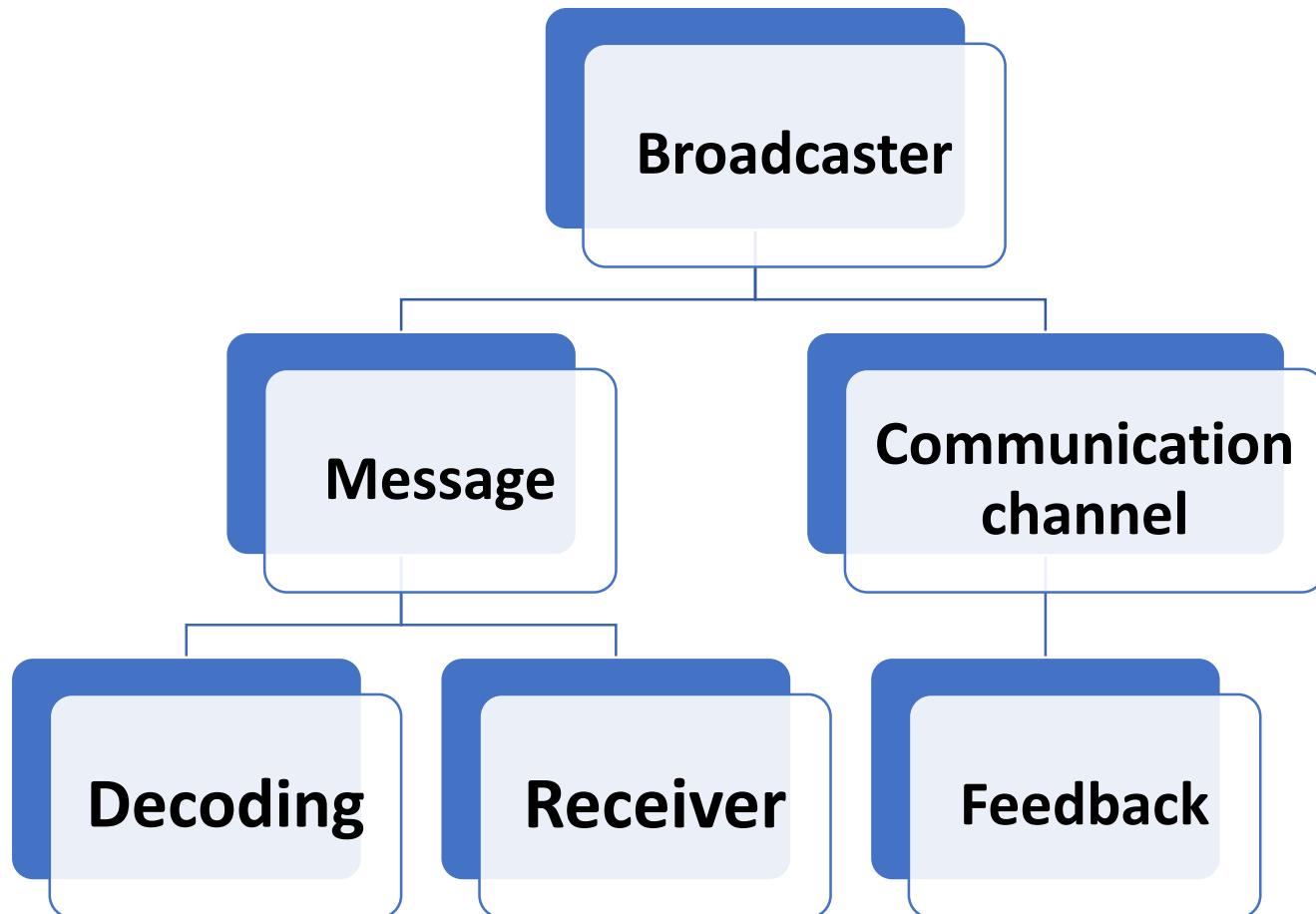


Communication

Is the process by which the transmitter sends a message to the receiver through a channel in order to produce certain effects on it (information, belief, behavior change, etc.)



Elementele comunicării



Types of communication

- Official communication. This type of communication is specific in official interactions
- Unofficial communication. There are many unofficial situations in which the communicators do not have to follow the rules imposed, but permanently negotiate the way to communicate.
- Intrapersonal communication, that is, of the individual with himself. This form manifests itself when we reflect, when we make decisions, when we plan an activity, etc.
- Interpersonal communication, a process involving two or more people interacting.

Types of communication

- Group communication, carried out between members of a group structure (such as family, school)
- Public communication. Speech is the most common form of communication in public, the receiver being made up of more people who do not intervene, usually in communication, than possibly, through nonverbal feedback (mimicry, gaze, posture)
- Mass communication. Through this type of communication, the persons specialized in communication send fast messages to a large public, from different areas of the world, simultaneously, through appropriate telecommunication means.

Verbal communication

- Use the words

Non verbal communication

- Uses facial expressions and gestures

Paraverbal communication

- Use sounds and breaks

Communication barriers

- Differences in perception
- Hurry conclusions
- Stereotypes
- Lack of knowledge
- Lack of interest
- With the expression
- Its culture and influences
- Stress
- Accuracy communication

Effective communication - communication styles

- Cooperative style - styles through which we develop relationships
- Resolving style - trying to solve problems
- Directional style - directs and directs towards certain reactions
- Style based on negotiation - used in negotiation
- Aggressive style - verbal assault, intimidation, violence
- Passive / permissive style - ignoring one's own rights and interests in favor of others
- Assertive style - expressing emotions and beliefs without affecting and attacking the rights of others

Responsability





It is the obligation to do something, to respond, to give account of something, to accept and bear the consequences

Responsible students

- I give adequate answers to the demands and tasks in the classroom
- It controls its impulses
- Solve problems mature
- They have cooperative interaction with colleagues
- Get involved in class activities



What does social responsibility mean?

- I respect others
- I respect my teachers
- I help others
- I encourage others
- I am kind to others
- I control my temper
- They are helpful to others



Protocol for learning responsibility

Stop (pause) to analyze difficult situations

- Group meetings to discuss responsibility
- Modeling of team work (group)
- Each team (group) designs an activity
- The students set the objectives to be followed in each session
- Each student volunteers to prepare and run a game
- Contract of good intentions
- Peace Bank for conflict resolution



Teacher questions

- Who didn't cause anyone a problem today?
 - How hard have you been working today?
 - How was your self-control during today?
 - How well did you manage the games today?
 - Did you help someone learn something at school / out of school?
 - Who has tried something that needs improvement?
- 

Conflict

Conflict resolution



**Conflict is defined as
the perception of
differences of views of
two or more parties**





Effective communication can help teachers guide students in finding the right perspective for understanding and resolving conflicts

The use of violence is the most primitive way of resolving a conflict

The conflict is not resolved with violence

The three psychological positions for understanding conflict management

Dominant
Submissive
Assertiveness



A person with dominant behavior

- Make decisions for others
- It tends to humiliate, to underestimate others
- He always wants to be right
- Does not listen and constantly interrupts
- Monopolize the conversation

A person with submissive behavior

- He never says what he thinks
- Try to be nice to everyone
- He agrees even when he is not
- In front of two interlocutors he agrees with both
- Avoid liability
- He repeatedly apologizes and asks for permission for everything
- Avoid talking in public
- It tends to delight
- He does not express what he wants



A person with assertive behavior

- Listen
 - Negotiate
 - Collaborate
 - He takes responsibility for what he says and does
 - Accept constructive criticism
 - It acts on its own initiative
 - He doesn't condemn
 - Does not tag
 - Do not manipulate
- 



A 5-step model for conflict management

1. Purchase. Before starting the argument it is very important to get the information
 2. Deepening. The information collected - based on body language - will help to formulate further analysis questions.
 3. Align. Using a body language similar to that of your partner will help you to create a greater sense of connection and thus facilitate fruitful communication for both
 4. Persuasive argument. Some signs of body language indicate the interlocutor's uncertainty, reducing these signals increases the level of persuasion of the message.
 5. Object management. You can understand body language if the person has an objection even when they do not. Moreover, you can understand whether managing your objections has been effective.
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Conflict management techniques Mirroring

- Imitate the gestures and language of your colleague
- Do not mimic full body language. It may be too mechanical and not efficient
- Moreover, monitoring the entire body language and replicating it produces too much effort and distracts you from the basic topics of the conflict management procedure
- Focus on the pace of the conversation. It is not important to adopt similar positions, but to use the same speed of movement and speech. We often sync with people who have the same rhythm of speech. Moreover, the use of a similar speech rhythm of our interlocutor forces us to have the same breathing rate
- Constantly manage any variation in body language, it may suggest a possible change of perspective



Conflict management techniques Identify the views of both parties

- What is the motivation that leads to the conflict?
- Is it the same motivation for both parties?
- What is the conflict resource?
- When can both parties be considered satisfied?
- What is the value underlying the conflict?



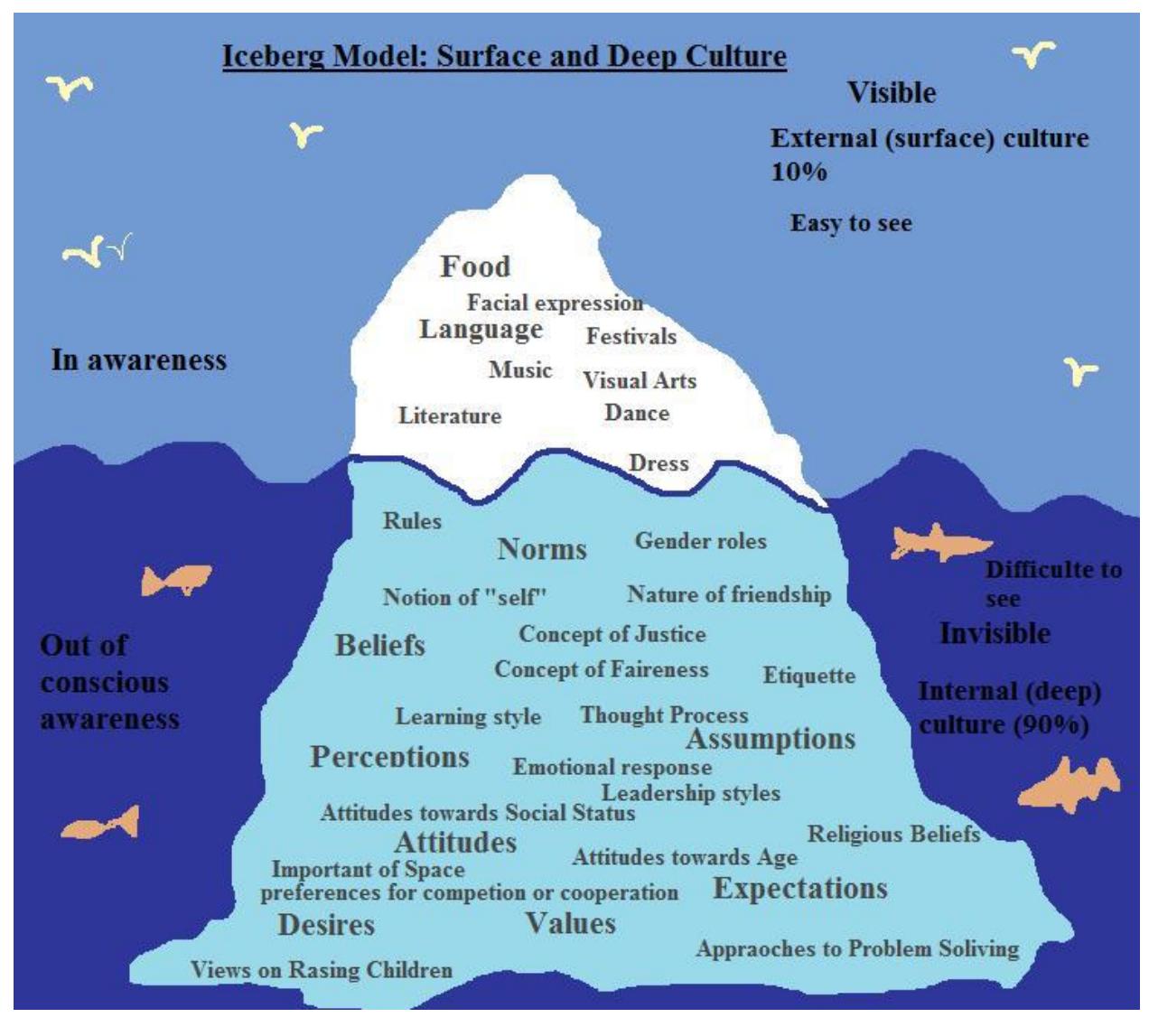
The four elements that, according to Harvard School, are necessary to deal positively with a conflicting negotiation

- You have to separate people from problems
- What matters is the real interests, not the apparent positions
- The parties, both individually and collectively, must generate advantageous alternatives
- Agreements must be based on objective criteria, through which it is possible to measure the outcome of the agreement

Cultural behavioral differences

Perception of violence in Romania, Italy, Cyprus





In a country what is seen represents less than what is not seen

- School bullying refers to all EU Member States.
- It is an affront to the common values of freedom, tolerance and non-discrimination.
- Its effects are serious and can be long-term. It is not a problem only for educational policy. It is also a matter of health and well-being
- School abuse can affect the mental and physical health, as well as the academic performance of children and young people, and can lead to early school leaving.
- In many cases, aggression leads victims to suicide or attempted suicide, anxiety, depression and self-harm.
- Being a perpetrator of aggression is associated with later violent behavior and antisocial personality disorder.

School safety measures to prevent violence

- Establishing partnerships with schools and community organizations to promote balance security through non-violence
- Teach other parents and discuss issues of violence prevention.
- Developing a parent-school policy for parents to visit the school.
- Start the program with a small group of parents who can spread school policy

Promote school safety programs, such as mediation, conflict resolution and anger management

- Discuss tolerance policies with students. Violent threats are unacceptable
- Have the children report any incidents of aggression or violence
- If you hear about any threat of violence, report it immediately
- Encourage children to accept all their peers even if they are different
- Bullying is a common form of violence in school. Teach children to maintain control and be assertive, not aggressive, when faced with aggressors. Role-playing games with children are helpful in helping them practice these non-violent approaches.

- Teach children to ignore or move away from a bully
- Fighting against a bully can cause more harm and should not be encouraged
- Explain to the children that it is not their fault if they are harassed
- Aggressors often choose children who are alone. Teach children to always stand by other children or others

Case studies on school violence



Case Study 1

- On 23.XI.2018, an incident took place in a high school, involving four students from other school units in the city.
- Thus, during the break between the third and fourth hours (at 10.50 am) the leadership of the 9th class, it was informed by the students that four girls, who are not part of the high school group, want to enter the school. the classroom, looking for one of their colleagues
- The teacher informed the assistant principal by telephone and she went to the classroom
- The police officer was informed and went to the respective classroom

- Both teachers asked the four girls to show up and go to the board office, until the police crew arrived. The four presented themselves as students at another technological high school in the city (three of them) and at a theoretical high school (the fourth), and the purpose of the presence in the high school premises was a discussion they want to carry out. with one of the students in the 9th grade, with whom they have a conflict (insulting discussions carried over by telephone messages and harassment for a long time)
- At the arrival of the police and gendarmerie crew, the four students were taken continued according to the procedures of these institutions, sanctions were applied on them.

Case Study 2

- On November 15, 2017, at 12.45-12.55, in the high school yard, the RL student, from the 11th grade, was attacked by a group of three individuals, one of them being the father of the BI student, from the 1st grade IX. Student R.L. he was beaten and stabbed, causing slight injuries. Emergency number 112 was called, by the teacher of physical education, at the high school arriving a gendarmes crew, one of police and ambulance.

Following the discussions with the students of the school, the events took place in the following way:

- During the morning, approximately at 11.50, student B.I. had an aggressive attitude towards several colleagues in the 9th grade. In their defense, the RL student, from the 11th grade, alerted the student to BI, as a reaction, the latter tried to hit the RL student, who escaped and then reacted, applying a blow to the student. BI.
- Student B.I. he called his father, who entered the high school courtyard with two individuals.

- In the period after the conflict with the student B.I., the student R.L. participated in the school library for an activity for one hour. Upon leaving this activity was expected by the father of the student B.I. together with two other individuals. These two individuals beat the student R.L., they threw him to the ground, receiving blows from the student B.I. and his father, being stabbed with a key knife.
- Meanwhile, the gendarmes crew arrived, as the physical education teacher called 112. The aggressors were detained by the gendarmes.
- Student R.L. he went to the school office, where he received care until the ambulance arrived, being later transported to the County Hospital.

We make the following details:

- Student B.I. he was transferred to our unit at the beginning of the 2017-2018 school year, from a high school in Bucharest, for proximity to his home, being domiciled in commune B, from the county.
- From the discussions carried out subsequently with other students, domiciled in the same commune, as well as with representatives of the Police, it turned out that the father of the student B.I. is a person with a history of violence. The school is not in a position to verify aspects related to the social behavior of the members of the family of a pupil, nor can it limit the access to education of the pupils from potentially criminal families.
- At the same time, we mention that the natural mother of the child had left the family, the father being in the second marriage, the step mother not being involved in the education of the student B. I., especially that, at that time, she had a newborn child.

- Student R.L. he also had some school problems, especially related to frequency, late hours, poor teaching results. Also, from a family point of view, he lived only with the father, who was not involved in the school life of the child, the mother being away to work, abroad.
- One thing to note, from this point of view, is that the mother assured the student R.L. a fairly consistent monthly income, which differentiated him from the other students and made him have a superior attitude, which can be considered a factor meant to feed a refractory attitude of some of the students of the school towards him. The mother, despite the material support, was not interested in the school situation of her child.
- The student was advised at the Psycho-pedagogical Assistance Office of the high school, due to the problems of absenteeism.

- In the school yard, the physical education teachers provide the breaks service, so the teacher who was in the court at that time reacted immediately to the appearance of foreign persons, who refused to legitimize themselves.
- The school unit cannot limit the access of parents to the institution and cannot intuit their intentions and the reactions they may have at the moment. At the school level there is "General procedure regarding the access of foreign persons within the unit".

- R.L student was visited at the ward of the County Hospital by the lady manager, who was outside any danger and refused to file a complaint. The case was taken over by the police, by self-assessment.
- All the students involved were sanctioned according to the school regulations. Student B.I. he did not attend classes until the end of the school year and, together with his family, left the country. Also, R.L student dropped out of high school. Thus, neither of the two "actors" of this conflict have benefited from intervention from the school unit, regarding the behavioral problems.
- As a result of this conflict, the number of surveillance cameras was increased, both inside the high school and in the yard, to increase the safety of the students and to supplement the shortage of security personnel.

Case Study 3

- On 03.04.2019, the management of our unit was informed by the mother of the PFC student, from the 9th grade that, following discussions in the family, the child said that, on February 1, 2019 and March 1 2019, would have been submitted by DIF students - cls. IX, PGM - cls. 9th IG - cls. 9th, DTC - 10th grade, SFL - 10th grade, sexual assault (oral sex). According to the PFC student, these facts would have taken place, inside the high school, behind the workshop.
- The student's mother filed a complaint with the Municipal Police on 3.04.2019, a police crew moving to our unit. We were able to make available to the police a record from 3.04.2019, from the halls of the high school, which reveals the existence of a conflict between the student who claims he was abused and the students mentioned above, in their pictures being caught pushing him.

- The PFC student comes from an extended family, where both parents went to work abroad, and he remains in the care of his paternal grandparents. The mother returned to the country when the child started ninth grade.
- From the point of view of individual development, PFC is dyslexic-dysgraphic, which is noticed by all the teachers in the class. His mother told the school management and the head teacher that there are indeed intellectual development problems, but the child wants to be in school, to be in the company of the same age.
- Regarding the behavior, the mother ensured that there were no problems, and the school, promoting an inclusive policy, considered that the student could be integrated and, with efforts from the teachers, could acquire minimal information in order to promote the study years.

- Conscious of the child's problems, most of the time the mother came to bring him and take him from school with his personal car, sometimes bringing and taking students from the same village, among them and two of the incriminated students. Although, according to the complaint, the PFC student has been subjected to aggression for at least a month (he gives February 1 and March 1), it is at least strange that he did not tell his mother anything about the two colleagues nor did he had a changed behavior in their presence, according to the mother.
- The disciplinary commission for students, set up at the high school for investigating this incident, has interviewed the classmates of the students involved, the teachers from the 9th and 10th grades, has investigated the absence of the days when the student claims that was sexually assaulted and analyzed the space in which the student claims to have been assaulted.

- The space described by the student as the place of aggression is a circulated, exposed area, and there are cameras at certain points. Due to the fact that the recording system does not store images older than 10 days, the facts could not be verified with its help
- The PFC student often had inappropriate manifestations towards his classmates, starting from the comforts on the shoulders or head, in the first part of the school year, reaching the intimate areas, in the second semester. Some of the colleagues reacted vehemently to this, arguing with the PFC student, and he threatened to tell his grandfather that he was going to cut his ax.
- All these manifestations were not brought to the attention of the lady manager and the teachers except on the occasion of this incident, the students putting them on the condition of their colleague, who is a child with intellectual deficiencies, being diagnosed with "limit intellect", according to the certificate medical files attached to the admission file.
- Classmates also said he was sending them footage in which he was in inappropriate situations (masturbating in an annex of the house), which they deleted from the phone, fearing parents. Several students from other classes said he was spotted at the bus stop while rubbing a pipe.

- During breaks some colleagues, both from the class and from other classes, noting that the PFC has towards them the above mentioned manifestations: it comforts them, it makes them various declarations, it tries to touch them in certain parts of the body, they treated with amusement. these things and, most of all, took advantage of their colleague's condition, making him sing, go to the boys and tell them things or touch them, so they accentuated his imbalance.

Case Study 4

- Professor I.M., at the time of the class in the 10th grade, noticed that the student R.D. he uses the cell phone, which he buttons under the bank. Despite repeated observations of the teacher he did not stop, motivating that he had a discussion with a family member and asking to leave to discuss in the hall, because it is a very important issue.
- In the break after the class time I referred to, a student from another high school in the city, along with three students from the 9th grade, from our high school, assaulted the PC student, from 11th grade. They were surprised by the XI class leadership, who announced the leadership. The internal investigation carried out revealed that the student R.D. when he was using the phone during the hour, he was actually arguing through messages with P.C., addressing each other insults. When he asked to speak in the hall with his father, he actually called his friend from another high school in the city and the other three students from our high school and asked for their help in the conflict with P.C. During the break, the four physically assaulted student P.C. did not participate in the aggression.

- **The phenomenon of violence exists in schools**
- **It is important to get involved and prevent and stop this phenomenon**
- **The materials in this course will help to prevent and stop the phenomenon of violence in schools**





Thank you for your attention!

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