

## DEMOCRATIC SCHOOL MANAGEMENT AND ACTION IN THE PROTECTION OF CHILDREN AND ADOLESCENTS

### *A GESTÃO ESCOLAR DEMOCRÁTICA E A ATUAÇÃO NA PROTEÇÃO DA CRIANÇA E DO ADOLESCENTE*

### *GESTIÓN ESCOLAR DEMOCRÁTICA Y ACCIÓN EN LA PROTECCIÓN DE NIÑOS Y ADOLESCENTES*

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**ABSTRACT:** The objective of this bibliographic study was to understand the integration of school management in the protective network and the managers' responsibilities and functions in the face of the perception of situations of violence against children and adolescents. The focus was on democratic school management with effective participation by those working in this context, as well as on the efficiency, secrecy, and optimization necessary to proceed with notifying those situations to the child protection services. Thus, we sought to find out if there are specific computerized instruments so that they can assist school management in its functions. This study shows that democratic school management, besides promoting the improvement of the quality of education, can contribute to the protection of students against situations of violence. Future studies in the sense of creating and implementing computerized instruments can help the school manager to fulfill the role of the school in the protective network and to establish efficient and safe communication channels with child protection services.

**KEYWORDS:** School. Management. Protection. Violence.

**RESUMO:** *O objetivo deste estudo bibliográfico foi compreender a integração da gestão escolar na rede protetiva e as responsabilidades e funções do gestor diante da percepção de situações de violência contra crianças e adolescentes. O foco foi na gestão escolar democrática com participação efetiva dos que atuam nesse contexto, e ainda na eficiência, sigilo e otimização necessários para proceder à notificação dessas situações ao conselho tutelar. Assim, buscou-se conhecer se existem instrumentos informatizados específicos para que possam auxiliar a gestão escolar em suas funções. Este estudo mostra que a gestão escolar democrática, além de promover a melhoria da qualidade da educação, pode*

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*contribuir para a proteção de alunos contra situações de violência. Estudos futuros no sentido de criação e implementação de instrumentos informatizados podem auxiliar o gestor escolar a cumprir a função da escola na rede protetiva e a estabelecer canais de comunicação eficientes e seguros com o conselho tutelar.*

**PALAVRAS-CHAVE:** *Escola. Gestão. Proteção. Violência.*

**RESUMEN:** *El objetivo de este estudio bibliográfico fue comprender la integración de la gestión escolar en la red protectora y las responsabilidades y funciones de los gestores ante la percepción de situaciones de violencia contra niños, niñas y adolescentes. El foco estuvo en la gestión escolar democrática con participación efectiva de quienes trabajan en este contexto, así como en la eficiencia, el secreto y la optimización necesaria para proceder a la notificación de esas situaciones al consejo tutelar. Así, se buscó conocer si existen instrumentos informáticos específicos para que puedan ayudar a la gestión escolar en sus funciones. Este estudio muestra que la gestión escolar democrática, además de promover la mejora de la calidad de la educación, puede contribuir a la protección de los estudiantes frente a situaciones de violencia. Estudios futuros en el sentido de crear e implementar instrumentos informáticos pueden ayudar al director escolar a cumplir el rol de la escuela en la red protectora y a establecer canales de comunicación eficientes y seguros con el consejo tutelar.*

**PALABRAS CLAVE:** *Colegio. Gestión. Protección. Violencia.*

## **Introduction**

School management is inserted in a sociopolitical scenario formed by different people and social actors, being understood as a space in which actions and attitudes are developed by those who work there. In this way, democratic management favors decisions taken collectively, which are also reflected in social interactions with other intersectoral policies, as evidenced by Libâneo (2013).

In this context, the autonomous and political posture of the school manager contributes to the articulation with other public policies and services parallel to education. For Oliveira (2018), this articulation becomes necessary mainly with regard to the needs of students as subjects of rights and protection, since educational institutions are part of the child and adolescent protection network.

In this perspective, as established in Art. 12 of Law no. 13,663, of 14 May 2018, educational institutions are responsible for the educational process of their students and for their protection (BRASIL, 2018). Among its various missions, there is the promotion of protective measures that must be taken with regard to identified violence against the student, perceived in the school environment. However, Faraj, Siqueira and Arpini (2016) consider

that the task of protecting children and adolescents who are victims of violence becomes challenging given that formal attitudes and decision-making based on legislation are required from the educational manager, as well as establish guiding procedures to identify and notify cases of violence against schoolchildren who study there.

Also challenging are the collective efforts of these institutions and other actors in the protection network, including the Guardianship Council, for the effective articulation of this network in facing the violations suffered by these subjects. In this way, it is understood that strengthening this relationship, especially between schools and the Guardianship Council, becomes the fastest process for the appropriate measures of competent agencies.

The school manager, when answering for the school, needs to direct his actions towards the appreciation of democratic and collective administration in this space. In this direction, the execution of a participative administration requires from the school manager a leadership profile and organization of conflict situations, including cases involving their students, both in the educational space and also in spaces outside the school, but perceived in the school, which it allows breadth in the results of their actions and provides the full development of the student (MELO; MIRANDA, 2020).

When managing conflicts in the educational environment, according to Libâneo (2013), the school manager needs to be equipped with attitudes that value the articulation of each situation with a broad analysis of the context, excluding isolated views on the problem, and, in this way, it can enable a school more harmonious. These management competences correspond to the search for objective alternatives in favor of transforming the social reality of students and provide an opportunity to improve the quality of care based on their experiences.

Educational institutions are environments for the realization of citizenship, given their social function that innovates and provides the right of access to education. Such rights are linked to the concept of human rights presented in the National Education Plan to guarantee the permanence of the student in educational establishments through joint actions, among which the monitoring of the student by other policies and protection agencies with the definition of strategies for coping with violence that involves their social context (BRASIL, 2014).

In line with these strategies, the Child and Adolescent Statute in its Art. 56 establishes that there must be communication between the school management and the Child Protection Services to protect the student from new situations of mistreatment (BRASIL, 1990). In this direction, as one of the functions of the school manager is to be proactive in the necessary referrals of the student and in the mobilization of joint actions that can solve the problems

perceived in the school routine, as well as request feedback from the protective network and the competent agencies for decision making (LUCK, 2009).

Based on the assumption that there are demands for violence perceived in the school environment, Burgos (2013) proposes that school management promote specific formation and preventive actions so that the actors of the educational process can deal with the demands of violence that involve their students. In this scenario, school managers have the autonomy to manage and implement their own organizational policies using mediation and negotiation through social projects in multiple existing socio-educational spaces (ABDIAN; ANDRADE; PARRO, 2017), linked to interventional proposals for the protection of students at risk and vulnerability.

Considering these assumptions that show the responsibility of the school, together with the protective network of children and adolescents, in the protection of their students, and that, therefore, falls on the school management that needs to be democratic with the optimization of its actions, this study aimed to understand this integration of educational management with the protective network and on the responsibilities and functions of the school manager in the face of situations of violence. And given the need for efficiency, secrecy and optimization in the identification and notification of situations of violence against children and adolescents perceived in the school environment, by the school management, the bibliographic study also sought to know if there are specific computerized instruments for this purpose that can assist the educational manager to fulfill the school's role in the protective network.

It is worth mentioning that the methodology used to carry out this study was the bibliographic and documentary research that promoted a confrontation between the studies that bring about democratic school management and its functions in relation to this phenomenon, when perceived in the school environment, and the laws and documents that address the rights and protection of children and adolescents in Brazil.

In this context, this study held discussions, from a theoretical and documentary point of view, related to the complexity of the school manager's role in the face of accountability by law to identify and notify situations of violence against their students perceived in the school environment, which in democratic management, need to count on all professionals who attend this environment, as they are not always easy to identify when victims do not show signs and do not report what happened. And it also raised computerized instruments that serve for purposes related to the theme.

In this way, this article can contribute to the understanding of education professionals about the need for democratic management to face these situations of violence, as well as the implications that these situations bring to the lives of students and the need for the school to fulfill its role in the protective network, especially regarding the implementation of efficient communication channels with Child Protection Services.

### **Educational institutions and the protective network**

The National Plan for the Promotion, Protection and Defense of the Right of Children and Adolescents to Family and Community Living brings a reflection on the State's responsibility for an articulated action of the services that provide care to children and adolescents. This includes the integrated action of educational institutions with the identification of signs of violence against this public and also the threats and suspicions for the confirmation of the violation of rights, through denunciation, so that they can face this phenomenon in an articulated and collective way (BRASIL, 2006).

Intervention in the face of the phenomenon of rape against children and adolescents is supported by specific legislation dealing with this problem. This requires education professionals to know the established parameters so that they can carry out their legal obligations in the protective network, needing to give absolute priority when a violation situation is identified (SIQUEIRA; ALVES; LEÃO, 2012).

Santos (2019) explains three legal premises of the social duty of education, considering the first as that children and adolescents are subjects of rights who need quality services, the second holds that the school has a space that provides protection of children and adolescents and favors the protective network and the third considers the combination of the first two premises to subjectively establish the human right in the context of education. These are premises that show that education goes beyond the construction of educational knowledge, as it involves the construction of a student's life project.

This understanding of the school's social role in relation to the human rights of students is referred to in the National Plan for Education in Human Rights (BRASIL, 2007) and in the National Curriculum Guidelines for Basic Education (DCNEB) (Resolution no. 04 of 13 July, 2010) (BRASIL, 2010). This Plan defines the interaction of the educational institution with other social actors and the local community, with common objectives for the social and emotional development of the student that can reflect on their learning with strategies for the promotion and defense of violated rights and with incentives for programs

and projects aimed at combating violence. The DCNEB contemplate the need to outline the profile of students for school inclusion, based on the intellectual, affective, socioeconomic and emotional relationships of these subjects.

It is understood that the new role of educational institutions in the protection of their students is to use strategic instruments with indicators of violence, as well as the profiles of those involved, both the victim and the aggressor, in addition to the services of the existing protective network in Brazil. For Barbiani (2016), only in this way will these institutions be able to meet this demand and facilitate articulation between those involved in dealing with violence, and it is therefore up to educational managers to direct and organize actions that can minimize the damage suffered by their students.

### **Identification of violence in the school environment for notification in child protection services**

According to Santos and Pascoinho (2020, p. 2, our translation) “students reveal maladaptive behaviors in the school environment at an earlier age”. Such behaviors may be influenced by factors in the family environment, whether due to issues related to violence or not. Thus, as Alves and Dell'aglio (2015) reaffirm, school is the second institution where children and adolescents spend most of their time and education professionals can be a source of listening, welcoming and guidance, where these subjects can feel safe.

Faced with the various forms of violence practiced against children and adolescents, Arpini *et al.* (2010) point out that education professionals become agents who need to understand aspects of violence that students can suffer. And since the revelation of violence at school is often dynamic, it is essential that these professionals report it to the Child Protection Services so that the perpetrators of the identified violence are held accountable and that measures are taken.

However, it becomes a difficult task to decipher the aspects of violence, as its manifestation is not always transparent and easily perceived. Lyra, Constantino and Ferreira (2010) explain that, like physical violence, it can be more noticeable, due to the marks left on children and adolescents, however, often the student may not show signs and not report about the violence suffered. This can make it more difficult for the educational institution to perceive violence, especially those related to the psychological part, in which the long-term psychosocial aspects cause greater damage to the victim.

However, the characterization of violence in the context of poverty alone cannot be an isolated factor to identify violent acts, as there are always other associated factors. In this direction, the Ministry of Health shows that some factors are associated with the commission of violence, such as: alcoholism, psychological and psychiatric impairment of individuals, sexual abuse or rejection and abandonment, early pregnancy, absence or little manifestation of affection between parents and children, among others (BRASIL, 2001).

It is observed, however, that the identification of cases of violence against students requires formation of education professionals so that they are prepared to proceed with the notification and report the perceived violence to the competent authorities. For Lyra, Constantino and Ferreira (2010), the way that the education professional deals with the reflexes and consequences of violence in the school environment can contribute to increase it, when the forms of treatment are inappropriate. On the contrary, if channels of dialogue with parents or families are established, they may be more successful in helping families who use violence as a way of resolving conflicts.

### **Related instruments and systems to identify and report violence**

Some studies carried out present specific instruments in the field of psychology to identify situations of violence involving children and adolescents. As an example, the Domestic Violence Exposure Scale in children and adolescents was found in the study by Pinto Junior, Tardivo and Cossepp-Borges (2017). After translating the scale into Portuguese and submitting an assessment by professionals in the field with criterion and construct validation, this translated scale was applied to a sample of 454 children and adolescents aged 10 to 16 years, and in a group participants had been victims of violence and in another group participants had not suffered violence. As a result, this scale was validated in the Brazilian version and showed the need for practical actions with the researched public in relation to mitigating the effects of violence.

Also in the field of psychology, the Child Abuse Potential Inventory (CAP) was investigated by Rios *et al.* (2013) and in another study by Bergamo *et al.* (2009). Both with the objective of evaluating the reliability of this Inventory adapted in the Brazilian version. Rivers *et al.* (2013) shows that the result of his research in Brazil presented a satisfactory result carried out by the Factor Analysis of its Main Components, obtained from the application of this Inventory with 135 caregivers of children between 2 and 12 years old. Bergamo *et al.* (2009) made a comparative study with 60 caregivers with a history of violence

in the Child Protection Services and with 60 caregivers without a history of violence. The evidence showed satisfactory results regarding the psychometric quality of the Inventory, demonstrating a potential to identify risks of maltreatment in children.

In the field of health, Revorêdo *et al.* (2016) studied the content validation of an instrument to identify signs of violence in children. This instrument was developed and validated by health professionals, with satisfactory validation, as it was presented as an instrument capable of instructing health professionals when there is suspicion and signs of violence against children. The study by Oliveira *et al.* (2016) aimed to develop and validate an instrument to assess the knowledge of health professionals on the issue of domestic violence against children. This instrument was evaluated by health professionals and validated to guide the work of evaluating perceived violence in children assisted in health services by these professionals.

In addition to these related studies, systems aimed at identifying and reporting violence against children and adolescents were searched on the internet. The Intersectoral and Interinstitutional System of Notification on Violence (SISNOV), in the city of Campinas, was found to be a system of restricted access. Thus, to understand its objectives and functionalities, the Instructive Manual of the SISNOV Notification Form was taken as a basis, which contains various types of violence, as well as their indicators, which makes it possible to carry out the notification of violence suffered by various social groups, that is, not only children and adolescents (CAMPINAS, 2014).

Likewise, it was found that the Ministry of Health inserted in the Information System of Notifiable Diseases (SINAN) a Form of Notification and Investigation of Violence, which is mandatory for health units to carry out notifications of violence, however, it is not specific to the audience of children and adolescents (BRASIL, 2016).

As a reference for a computerized system, the Information System for Children and Adolescents (SIPIA) for exclusive use by agents of Child Protection Services, is a system that makes it possible to receive notifications of violence suffered by children and adolescents. “SIPIA has an output of aggregated data at the municipal, state and national levels and constitutes a single national basis for formulating public policies in the sector” (BRASIL, 2019, our translation).

Apparently, in Brazil there is still no instrument for the identification and notification of situations of violence against children and adolescents for the specific use of school management and integrated into a computerized system for this purpose.



## **Final considerations**

Returning to the objective of this study, we sought to understand the integration of educational management with the protective network of children and adolescents and, from there, to investigate whether there are specific technological instruments and tools for the identification and notification of violence against children and adolescents that help the education manager in its role in the safety network.

Regarding the findings and discussions undertaken in this study, it is necessary to take into account that the educational institution is a reference for everyone who passes through this environment and for everyone who is immersed in this context (school), educational establishments are in their complex, contradictory and multifaceted. Thus, they are susceptible to both positive and negative relationships in this context and the role of the school, represented by the school manager, and of education professionals is to actively participate in the protection network for children and adolescents.

Contributing to this, it is understood that due to its relevance, senses and meanings and power of mobilization in society, educational establishments need to be active in the articulation and imperatively in strengthening the protective network, which can be made possible by the principles of democratic management. However, democratic and participatory management does not occur naturally in all groups in the school community. For this type of management, there must be openness, experiences and learning with the contribution and participation of different people who have their ideas and actions recognized.

In this sense, in the democratic management of educational institutions, when it is necessary to report cases of violence against students to Child Protection Services, it is essential that approximates the family community. This is because knowing intimately the context in which the school institution is located and seeking to stimulate community involvement in the protective network of rights, can be undeniably decisive for the professionals involved to be always attentive and the school environment to be constantly a safe environment for their students.

The essentiality of democratic management in this approach is to always pay attention to ensuring the quality of education and the possibility of learning also for those students who have learning problems because of their individual, social and family conditions, with the systematic support of education professionals. In the midst of so many challenges, the school institution needs to recognize that it is not alone and as a reference for students, families and the community, it needs to play an active role in the protection network.

In short, it is worth emphasizing that democratic management has a role in addition to improving the quality of education, it has a political, cultural, economic and social role, in the sense of promoting transformations so that it can contribute to the protection of its students against violence. And as these situations involve confidential information, require speed and efficiency, it is understood that school management needs to have computerized instruments that can assist in these notifications, which points to the need for future studies regarding the development of these specific instruments for the use of school management in the mission of protecting its students. In this way, more and more children and adolescents will have opportunities to overcome situations of violation of their rights.

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