

INTEGRAL EDUCATION AND THE DEVELOPMENT OF SOCIAL AND EMOTIONAL SKILLS TO PREVENT THE OCCURRENCE OF BULLYING IN SCHOOL ENVIRONMENTS

A FORMAÇÃO INTEGRAL E O DESENVOLVIMENTO DAS HABILIDADES SOCIOEMOCIONAIS FRENTE À PREVENÇÃO DE OCORRÊNCIA DE CASOS DE BULLYING NAS ESCOLAS

FORMACIÓN INTEGRAL Y DESENVOLLO DE HABILIDADES SOCIOEMOCIONALES PARA PREVENIR LA OCURRENCIA DE CASOS DE BULLYING EM LAS ESCUELAS

Alessandra Rodrigues de Freitas SANZOVO¹
José Anderson SANTOS CRUZ²

ABSTRACT: The objective of this research is to demonstrate how an integral education of quality can enable the development of social and emotional skills. An education that aims not only to keep the students in school all day, but, mainly, to provide a meaningful education that allows them to experience their daily lives in their studies with an expanded curriculum. By developing socioemotional skills, these individuals become more empathetic and sensitive to the causes of others, and also able to understand, accept, and get involved with demands for inclusion, respect, and solidarity. The research also brings reflections on how the school can be a complement to family deficits in the formation of moral values, ethical values, and awareness of respect for others. In this context, within a new educational model, it is possible to verify how much this student-citizen becomes more aware and more understanding of practices that may harm the other. A school that forms students not only with the content of a plastered curricular matrix, but with the purpose of raising awareness about the importance of knowing and fighting for social causes, causes of inclusion and respect for all, is certainly the most contemporary school model that we can have. Consequently, in this school scenario, the research aims to demonstrate how this scenario is able to prevent, reduce and, perhaps, end the cases of bullying in schools and in life, since the school educates beyond the school walls.

KEYWORDS: Inclusion. Education. Respect. Moral values. Empathy.

RESUMO: *O objetivo desta pesquisa é demonstrar o quanto uma formação integral de qualidade pode possibilitar o desenvolvimento de habilidades socioemocionais. Uma formação que visa não só deixar os alunos o dia todo na escola, mas, principalmente, trazer uma educação significativa que possibilite que ele vivencie o seu dia a dia nos estudos com uma*

¹ Continuing Education Program in Business Economics and Management (PECEGE) Esalq/USP MBAs – Piracicaba – SP – Brazil. MBA Specialist in Business Management. ORCID: <https://orcid.org/0000-0002-8731-3995>. E-mail: lecafreitas@yahoo.com.br

² Continuing Education Program in Business Economics and Management (PECEGE) Esalq/USP MBAs – Piracicaba – SP – Brazil. Associate Professor. Doctor in School Education, São Paulo State University - College of Science and Letters FCLAr/Unesp. Deputy and Executive Editor of RIAEE. Editor of Editora Ibero-Americana de Educação. Editor and Technical Advisor for journals. ORCID: <https://orcid.org/0000-0001-5223-8078>. E-mail: anderson.cruz@unesp.br

matriz curricular ampliada. Ao desenvolver habilidades socioemocionais, estes indivíduos se tornam seres mais empáticos e sensíveis às causas do outro e, também, seres passíveis de entender, aceitar e se envolver com demandas de inclusão, respeito e solidariedade. A pesquisa, ainda, traz reflexões de como a escola pode ser um complemento dos déficits familiares na formação de valores morais, valores éticos e consciência de respeito ao outro. Neste contexto, dentro de um novo modelo educacional, é possível verificar o quanto este aluno-cidadão se torna mais consciente e entendedor de práticas que podem agredir o outro. Uma escola que forma os alunos não só com conteúdo de uma matriz curricular engessada, mas num propósito de consciência da importância de conhecer e lutar por causas sociais, causas de inclusão e respeito a todos, com certeza é o modelo de escola mais contemporâneo que podemos ter. Consequentemente, diante deste cenário escolar, a pesquisa visa demonstrar o quanto este cenário é capaz de prevenir, reduzir e, quiçá, acabar com os casos de bullying nas escolas e na vida, já que a escola forma para além muros escolares.

PALAVRAS-CHAVE: *Inclusão. Educação. Respeito. Valores morais. Empatia.*

RESUMEN: *El objetivo de esta investigación es demostrar cómo una formación integral de calidad puede posibilitar el desarrollo de habilidades socioemocionales. Una formación que tiene como objetivo no solo dejar a los alumnos todo el día en la escuela, sino, principalmente, traer una educación significativa que le permita vivir su día a día en los estudios con una matriz curricular ampliada. A la hora de desarrollar habilidades socioemocionales, estos individuos se vuelven más empáticos y sensibles a las causas del otro y, también, seres capaces de comprender, aceptar e implicarse en las demandas de inclusión, respeto y solidaridad. La investigación también trae reflexiones sobre cómo la escuela puede complementar los déficits familiares en la formación de valores morales, valores éticos y conciencia de respeto por los demás. En este contexto, dentro de un nuevo modelo educativo, es posible verificar cuánto este estudiante-ciudadano se vuelve más consciente y comprensivo de prácticas que pueden atacar al otro. Una escuela que capacita a los alumnos no solo con contenidos en un currículum enlucido, sino con el propósito de concienciar sobre la importancia de conocer y luchar por causas sociales, causas de inclusión y respeto por todos, es sin duda el modelo de escuela más contemporáneo que podemos hacer. tengo. En consecuencia, ante este escenario escolar, la investigación tiene como objetivo demostrar hasta qué punto este escenario es capaz de prevenir, reducir y, quizás, acabar con los casos de bullying en las escuelas y también en la vida, ya que la escuela se forma más allá de los muros escolares.*

PALABRAS CLAVE: *Inclusión. Educación. Respeito. Valores morales. Empatia.*

Introduction

One in ten students in Brazil who is around 15 years of age is or has been bullied. This is a data pointed out by the PISA survey (BRASIL, 2015). According to the students who responded to the PISA survey (BRASIL, 2015), physical or verbal aggression has already become part of their daily lives and sometimes goes unnoticed.

As such aggressions are present in the daily lives of adolescents, they get used to this type of aggressive behavior, causing feelings of conformity, that aggression is something

'normal' and, most likely, they live with the possibility of being victims at some point in their lives. With this, it is possible to identify a clear distortion of ethical and moral values in each of these students (TREVISOL *et al.* , 2017). Through a survey with Brazilian and Portuguese students, it was concluded that when bullying occurs, 26.17% of Brazilian students prefer to stay away from aggression, 22.43% choose to defend those being attacked and 24.30% prefer to ask the aggressor to stop (TREVISOL *et al.* , 2017).

Understanding that Bullying is an action of a certain subject with the intention of harming another individual in a negative and immoral way that, consequently, causes suffering and shame, we can identify that the act of provoking such embarrassment cannot be considered a 'normal' conduct. (OLWEUS, 1997).

Thus, we need teachers to remain in constant formation so that they can teach coexistence as a value in their classes and, understanding it as a value, work and develop it so that coexistence with the added value is not only used as a tool of socialization and civility, but mainly of respect for the other (TOGNETTA *et al.* , 2017).

As bullying is also an error in moral and value formation, it is possible to say that whoever practices it is a person devoid of values, and in this case, respect for others is the main deviation of this bad formation (TOGNETTA *et al.* , 2017).

Therefore, comprehensive training appears as a possibility for the school to act against the causes of bullying. However, it is necessary to understand that integral formation does not have the same meaning as full-time formation. Although the second can provide more time for the student at school and more opportunities for the development of integral formation activities, the first prepares the student to experience a healthy life, with solidarity, with humanized coexistence, in peace and with a expanded curriculum that will allow him new experiences (ANTUNES; PADILHA, 2010). In other words, it develops the human being in its entirety.

Understanding the relationship that bullying has with ethical absence, it is possible to assimilate the relationship between socio-emotional development, whether in the emotional and social dimensions or in the re-education that can occur in these dimensions, in the face of bullying occurrences (TOGNETTA *et al.* , 2014).

The school needs to provide activities to the student that bring their reality to the surface. That is, to create a safe environment through activities aimed at meaningful learning, so that they can understand that it is possible to have different actions that lead to different results and, consequently, to be better every day.

The National Common Curricular Base [BNCC] advocates, when it presents the 10 general competencies of Basic Education, socio-emotional development, but, specifically in items 8, 9 and 10, it shows that emotional development, empathy and collective action must be present in school activities (BRASIL, 2018).

In addition, they often carry a distortion of ethical and moral values according to the attitudes experienced by the parents themselves that, indirectly, and sometimes even unconsciously, pass on to their children. Many parents believe that bullying is part of the culture and that it has always existed, and that there is a period when everyone goes through it, and that nowadays there is a lot of exaggeration in the evaluations of these cases (Bullying Project: let's talk, 2019).

In this way, it is possible to understand that there is a gap between the judgment and the moral action of the aggressors. They need, in addition to knowing what is right or wrong, to want to act correctly, the right attitudes need to be part of their values and they need to be good for them. Only then will it become part of your routine and integrate your character naturally (TOGNETTA *et al.* , 2017).

However, the school cannot transform the development of socio-emotional skills into a square subject, that would be a mistake. These activities do not belong to one discipline, they must be part of all. There are numerous activities that can be developed at school that allow discussions on the development of socio-emotional skills - CSE, such as analyzing the behavior of a character in a soap opera, doing group dynamics, readings that bring reflections and discussions, analysis of lyrics of songs, everyday facts that appear in the media, research projects, among others (NOTÍCIAS, 2019).

Several countries that have already adopted these measures, managed to organize themselves in an integrated way, with a lot of planning and with the engagement of the entire school community, always thinking about concrete actions that build values and not walls. It is, therefore, a project that must be built collectively, where moral coexistence and the construction of ethical values are always present, both within the school and in the family and the entire community that the student is inserted (TOGNETTA *et al.* , 2017).

With all of the above, understanding that bullying is a deficit in the formation of ethical and moral values, understanding that the school can be a partner of the family in the construction of this formation and knowing that it is possible to teach integral formation for the development of CSE, it is understood that it is plausible to form better people, who are incapable of bullying because they understand that it is not only wrong, but also not good for themselves. Thus,

understanding their actions, their consequences and the reason why they occur are essential for the re-signification of this student's behavior (TOGNETTA *et al.* , 2017).

If we think that the human being is always subject to change and transformation, it is acceptable to understand and believe that it is also possible to return CSE not learned or learned in a distorted way in a school environment.

Therefore, the objective of this research is to think, through consultations on the subject and the author's experience in an anti-bullying project, about the forms and relationships that may exist in activities that enable the formation of ethical and moral values, with an awareness of the right and what is wrong, what is good and what is bad, what I can and what I cannot, in the school environment in order to supply any family deficits in CSE formation and, also, how this can reduce bullying actions and the lack empathy with the pain of others in the school environment.

Material and methods

This article will be based on data analysis of research already carried out on the subject in line with the current bibliography.

The research will be a systematic review from the Sumários and Dialnet databases with studies on articles with the descriptors “bullying” or “socio-emotional competence” or “integral formation”, with emphasis on the research of Professor Dr. Luciene Regina Paulino Tognetta, who brings brilliant, content and reflections in line with this study and covering the intended discussions.

Based on this, the author researched a current bibliography that discussed the subject, which brought the considerations of the teaching of integral formation, the development of socio-emotional skills and formation with values. All these analyzes brought the author the necessary provocations for the present research.

Thus, within the texts and articles researched for the elaboration of this research, the author can verify that there is adherence to the theme among the most diverse spaces of discussion, whether in national or foreign articles.

There was adherence to the chronology of research topics in most of the consulted texts. Of the 28 texts consulted, the 4 researched to talk about integral formation deal with and understand that this type of formation enables the integral formation of human values and in the conduction of improvements of concepts not taken or distorted concepts of values.

From the texts researched to talk about the formation of ethical and moral values, they brought the concept presented that the family is the first propeller of these teachings, but the school can, and should, help in the conclusion and correct formation of these values to form good citizens.

Of the 4 texts consulted on the development of socio-emotional skills, the discourse is the same, that the development of socio-emotional skills makes the individual capable of resolving internal and external conflicts and avoiding many disorders in adult life. They also brought the need for the school to work on these skills as part of its activity schedule, in addition to the already known curricular matrix.

From the research on bullying, 7 articles brought the problem in front of the need to form citizens more aware of themselves, empathetic and with respect to others. When there is integral formation, the correct construction of values and the development of socio-emotional skills, there is understanding of the error, acceptance of the need for change and the numbers and rates of bullying occurrence improve significantly.

When researched on the continuous training of teachers for the development of emotional skills in students, from the 2 articles researched, there is a need for teachers to understand how to develop these skills in students, to undergo continuous formation to know how to do this process in the school routine and how this process transforms students into more aware and capable citizens.

Finally, when researched on bullying in the face of comprehensive training with the development of socio-emotional skills, it can be seen how all these requirements aligned in a school environment can make a difference in the formation of students, teachers and the entire school community.

In general, especially in the texts of Professor Tognetta, the author perceived the research aligned with her intention of chronology, development of reasoning and desire for an outcome for this article.

Results and discussion

Bullying

What is Bullying?

Bullying is an expression that comes from English and in its lexical etymology it means having or practicing an act of aggression, threat or intimidation, against a person or against a

group of people, which can be physical or verbal. Usually, the occurrence is more common in schools, but it can occur anywhere (Michaelis, 2021).

That is, bullying can occur not only through physical aggression, but, as in most cases, it is presented verbally. The acts of aggression, despite being always more connected and directed to the school environment, do not always happen within the walls of educational institutions. They can occur in the neighborhood where they live, in the work environment, in the family environment and even virtually, today better known as cyberbullying (TOGNETTA *et al.* , 2014).

How does it happen and why?

When violence becomes a value, bullying becomes 'normal' and becomes part of this citizen's daily routine, and when we reach this point, bullying should not be treated, in essence, as a crime, but as a lack of morals, lack of values and distorted concepts of what is correct, of what I can or cannot do (TOGNETTA *et al.* , 2014).

As mentioned in the topic above, bullying can occur in many ways and in different environments, despite being always closely linked to the school environment. Assuming that bullying is a consequence of a distorted view of values or the absence of correct moral and ethical values, it is possible to conceive that to correct these practices it is necessary to form with correct values and rectify distorted values (TOGNETTA *et al.* , 2014).

When dealing with the formation of moral and ethical values in item 2, the partnership that must exist between school and family and the intervention that the school needs to make when it identifies the distortion or absence of values was listed. It is common to find and witness daily scenes in a school environment with phrases repeatedly said that go unnoticed by teachers and students, totally rooted in their routines and in their speeches, as if they were normal. Phrases such as: “I don’t care, they did this to me last year too”, “I want this task done well” or “stop thinking about it and ignore it”, clearly identify how everything is said directly and without thinking about aggression that may be contained (TOGNETTA *et al.* , 2014).

The characters involved in bullying usually know each other, act in common scenarios for them and attack what is most sensitive in the other, already anticipating the reactions they may cause, that is, they act knowing the result that will be achieved (SILVA, 2018). Thus, it is possible to locate several aggressors who feel supported by their peers and the family environment, as well as the fragility of the victim.

The most common cases of bullying are about the physical appearance of victims, sexual orientation, race and religion. Classic descriptions of people who were attacked for being fat, too thin, wearing glasses or dental braces, for being black or oriental, for being gay, for having a tattoo or religion that is identified by more regulated clothing or lifestyles. These are the most classic and most found cases of bullying, but they are no longer unique with the emergence of cyberbullying, which is a virtual modality, the aggressions also started to happen anonymously (SILVA, 2018).

Bullying, despite being a new term, has been around for many years. In the past, it was known as “making fun”, “joking”, “mocking a friend”, “trolling” and the phenotypes used for these practices have always been the same. However, with the passage of time, with the knowledge of the possibilities that this entails, with the emergence of the identification of emotional diseases that can cause, with the increasingly fierce technology, and with the change in personal relationships, these cases brought more pejorative and much more serious connotations and can even reach more serious cases of suicide or murder (SILVA, 2018).

Integral formation

There is a discussion around full-time teaching, especially in public schools. However, the difference in the life and formation of students is not necessarily full-time teaching. The same is not just about staying at school all day, but teaching with integral formation, human formation that adds projects, cultural and integrative actions that enable students to experience in the school environment, making education have meaning and be felt (ANTUNES; PADILHA, 2010).

Integral education, therefore, is not the one where the student spends all day at school, but the one that forms the student integrally, that is, his integrality as a human being. Integral education is not the same thing as full-time education. The first is the one that forms and develops the student in several areas directly related to 'being' and living in society (emotional, bodily, intellectual, sociocultural), the second is the one that keeps the student 7 hours or more at school, but it is not necessarily an integral education. It is necessary to distinguish these two notions of education, especially nowadays, where there is a lot of protest about full-time education (AGUIAR; COLARES, 2017).

In this sense, it is possible to conceive that the integral formation is not only the one that forms the subject with the curricular subjects, but the one that looks at this subject in its entirety and contemplates him with the complete formation that he needs, the formation of the body and

the mind (DOGLIOTTI *et al.* , 2019). It is necessary to leave the traditional school practices already carried out and start a new model of freer practices that enable integral formation in a pleasant and spontaneous way. The human being is not just a plastered curriculum, it is necessary to update itself in this sense and the school bears the responsibility to be a partner in this negotiation.

For comprehensive training to be effective and to take place, it is necessary to create awareness in the entire school community of formation that makes sense for everyone, an education that is part of everyday life for everyone, not just the students. Therefore, integral formation needs spaces that are welcoming, that allow respect for others and differences, giving space to work on ethical values, respect and development of autonomy so that beings capable of thinking and creating solutions for their surroundings. Understanding that integral education is much more than adding more hours to the school routine, it will be possible to create awareness of social and collective reflections so that everyone can resolve their conflicts more effectively and consciously, thus inhibiting practices of violence, discrimination and bullying (CAPUTI; SILVA, 2020).

There is a proposal for integral education to bring the arts and culture to the integral formation of individuals, this would be an integrating axis of ethics and construction of values in interdisciplinary activities that provide interactions between aesthetics (arts) and sciences (VERÁSTEGUI, 2013). This axis makes the school context more attractive, provoking the possibility for students to bring their skills to the forefront of school activities, making aptitudes and areas of development begin to appear in these students.

The school and all the agents who work in it are educators of subjects in their entirety, they must work and be responsible for this complex and very necessary process for the formation of the citizen (CAPUTI; SILVA, 2020).

Through which tools can the school community sensitize the student to empathize with situations that occur close to him? Through which ways is it possible to form a content with pedagogical in human content?

Through the practice of research projects, activities that bring the day-to-day reality of the student to the classroom and enable him to understand the good values that can be part of his life, it is possible to form for good, it is possible to form human beings aware of their space and with respect to the space of the other, a human being who knows how to respect differences and does not feel good with the pain of the other.

Formation of moral and ethical values

In the past, it was common to hear from some that the family educated and the school formed. Today there is no more room for this division of values or tasks, there must be a constant partnership between the two institutions. The role of the family in the school environment remains very important, but due to the constant changes in social relationships and all the transitions in the composition of families, this distinction of roles becomes increasingly difficult to differentiate. But one thing is certain: as the discussion is sensitive and difficult, partnership and commitment from both sides is even more necessary (CLASSAPP, 2021).

The formation of values and principles has always been directly consigned to family responsibility, however, we can currently verify how important the school's participation in this process is. Students who trust their teachers and feel welcomed by them are up to 1.9% more likely to feel part of the school and welcome their needs. On the other hand, those who feel excluded or wronged by teachers are 1.8% more likely to feel excluded from the school context and, often, a hopeless case (AGÊNCIA BRASIL, 2017).

The family should, and should, be the source of receiving and maturing all the moral and ethical principles of student formation, while the school should only consolidate what has already been taught, learned and rooted by the family, which is right or wrong, what is good or bad, what I can or cannot do (CLASSAPP, 2021). This, because the family is the first reference of social interaction that the child has, the school will come in a second moment, when, in most cases, the child has already constituted some rules of interaction and socialization. However, the school will bring to the child the sense of the collective, of socialization and, many times, the rules of coexistence will not make much sense to them, and it is at this moment that the school will bring to them the notion of amplitude so that they can put into practice what was learned at home in the school and community context.

In addition, in the face of the program to combat systemic intimidation (bullying), schools need to organize themselves in this sense, in order to guarantee measures of awareness and prevention of physical and psychological aggression that the school needs (BRASIL, 2015).

Civic values, also called values that everyone should have so that good social relationships could happen, should be formed in the family, regardless of the religious background of this family, the choice of life, the professional activities they carry out, etc. Regardless of these issues, these values must be common to all. This education in values is not a booklet that shows how they should or should not act, but it is the possibility of bringing to the school environment the discussion of these values and allowing the student to reflect,

making him start to question his attitudes and everything that happens in his surroundings (KRAWCZUN, 2013).

In this way, most schools have adopted the discussion of values and virtues, taking advantage of all situations experienced at school, in activities and in school routine. One of the proposals is, for example, to propose situations in which students need to discuss, reflect and elaborate their critical thinking about what happened (CLASSAPP, 2021). With these strategies, the construction of moral and ethical values ends up being genuine, it is born from the inside out and the students don't just feel like they follow the rules, but they feel doing what is right precisely because they understand that it is the right thing to do and not because someone is saying they should act that way.

On the other hand, the school plays a fundamental role in the socialization of human beings from an early age and helps in the development of the most difficult emotional skill to be developed, which is democratic coexistence. The school, at this moment, can be a facilitator of the construction of this emotional skill in a healthy way and free from egocentrism brought from family life. Learning to share things, spaces, friendships, learning to respect the space of the other and the opinion of others (TOGNETTA *et al.*, 2016).

Development of socio-emotional skills

Socioemotional skills are nothing more than the individual's ability to deal with their own emotions in the face of situations experienced (DIÁRIO ESCOLA, 2021). The development of these skills serves for the individual to put the best attitudes in each situation into practice, so that he can make the decision of his conduct, always weighing the pros and cons of all involved and the possible consequences of his actions. These skills, once developed, will last a lifetime.

Educating for socio-emotional development is educating to understand how to act with emotions, how to have empathy and how to make conscious and assertive decisions, according to the “Collaborative for Academic, Social, and Emotional Learning [CASEL]” - a reference in advancing the development of skills socio-emotional - it is necessary that these developments happen in the most diverse situations, so that the student feels the change happening and the actions become natural and part of their daily life (LÍDER EM MIM, 2020).

Usually, aggressors are those who judge others for having made mistakes or for their differences, but are unable to see their own mistakes and failures, are incapable of compassion,

are insensitive, have no empathy, nor guilt or shame for actions and widespread hatred (MENESINI; NOCENTINI; CAMODECA, 2011).

The development of socio-emotional skills is a process that should be started from the childhood of each individual and gradually improve as he grows up and the lived circumstances demand this maturation and understanding of how to act. The earlier this development of socio-emotional skills takes place, the safer this individual will be and the more emotionally capable he will be. Through targeted and well-structured educational actions, it is possible to develop consolidated socio-emotional skills and reach an incredible result of very positive social behavior, reduction of behavioral problems as well as reduction of the growing emotional anguish experienced by young people and adolescents (MARTÍNEZ; PÉREZ, 2019), in addition to allowing them to reach adulthood much safer and stronger for the confrontations of life.

A citizen, in its purest translation of the word, is perceived as one who integrates himself into society to the norms of coexistence and the cultural norms that guide everyone's life. Anyone who does not know how to distinguish between their duties and their rights in a democratic State is certainly a citizen doomed to social marginalization of coexistence and, unfortunately, can, in the worst case, pay with the deprivation of their liberty or death as a result of their acts. When this citizen, aware of what he is and how he should be in society, manages to act emotionally adequate in his social relationships, it is not possible to perceive a completed, finished development, but a process in constant evolution, transformation and self-knowledge that every human being must have. This process never ends (MARQUÉZ, 2007).

And what skills can we develop, in a practical and clear way, in the school environment? Empathy, happiness, self-esteem, ethics, patience, self-knowledge, trust, responsibility, autonomy and creativity are some examples. In a targeted way and put into practice in situations experienced in day-to-day activities, in research projects and in life projects, it is possible to work on these skills. For example, when a student loses something in the school environment, the teacher and other colleagues can help him to find the lost object, and in this scenario the teacher can work on responsibility with his things, care, zeal to keep it in the right place not to lose again. On the other hand, with the other students, he can work on the non-appropriation of things that are not his and the complicity with the difficult situation that someone may be living, in this case, help to look for the lost item. They are constructions that, when experienced in context, in a well-structured way, become significant, make sense and will become part of your routine, not only in the school environment, but throughout your life (DIÁRIO ESCOLA, 2021).

Continuous training of teachers to develop socio-emotional skills in their students and identify cases of bullying

Teachers need to be involved in the process of developing socio-emotional skills in such a way that this becomes part of all activities that they are present in the school environment. As long as this doesn't happen, as long as the teacher is just a rule dictator of "this can" or "this can't", the solution to cases of bullying in the school environment will come late. It is necessary that teachers go through continuous formation processes so that they can easily identify these cases and be able to change the behaviors presented with activities that are meaningful, make sense and involve all students (TOGNETTA *et al.* , 2014).

The more emotional skills the teacher has, the more easily he will identify and resolve conflicts, developing relationships in the best possible way in his school context. These situations can be not only cases of bullying, but also isolation, dispersion, family problems and lack of interest in studies (ESCOLA DA INTELIGÊNCIA, 2021).

These skills can be worked on and developed with teachers in a variety of ways. This topic can be included in professional formation, as teachers need to talk about what they feel and see in order to create an awareness process through personal relationship information, which can even be on social networks (ESCOLA DA INTELIGÊNCIA, 2021).

When the teacher has this knowledge, he can recognize and use techniques to develop it in his students. That said, the application of this development becomes easy and natural in his daily routine by working on everyday examples. Thus, development will not be limited to students, but to the entire school community.

Bullying in environments with integral formation and development of socio-emotional skills

When we have in an environment full training and the development of socio-emotional skills with everyone involved, cases of bullying, when identified, can easily be worked on in everyday evidence, bringing what happened to the classroom narrative, in order to make more sense for the students to understand what happened. On the other hand, in environments like these, where empathy is worked on daily and the construction of values and respects are part of the school context, cases of bullying occur less and less and, when they do occur, they are easily detected and resolved without major trauma or discussions (LOBATO; CARVALHO, 2013).

It may seem obvious, but it is genuine, and so it should be, that you cannot fight bullying without working on moral and ethical values. One cannot become aware of the faulty act

without being aware that it was not correct. It is not possible to understand the pain of the other in bullying aggressions if the aggressor is not able to identify that there was aggression and what the other really felt when he was hit (TOGNETTA *et al.* , 2017).

When there is a change in the internal school community (students, teachers and other school agents), it is known that the change in the external community (family) also happens. Thus, this joint work, concatenated with all these items, processes and people involved, will transform not only the main objective, students, but all its surroundings.

The school is a living organism, but more than being it needs to appear alive. In this way, the physical and emotional involvement of the entire school community is necessary so that this school makes sense to everyone, so that it is alive and involving for everyone who circulates in it. The school needs to make sense to the student, it needs to reflect their day-to-day life and in it they need to find solutions to their causes and needs.

Strategies

For all this to be put into practice, this research presents some strategies that can be put into practice in order to make it viable.

Research projects, bringing the day-to-day practice of the student into the school, education that makes sense, a living school. Study beyond the classroom. Explore other school spaces.

Through rounds of conversations and discussions with tutors, in order to identify possible distortions or lack of moral and ethical values. In these moments, the students open up, talk and show their reading of the situations they experience.

With experience activities in Arts or Physical Activities, provide situations that put the student in self-knowledge activities to promote the development of socio-emotional skills. These moments bring to the practice of empathy and an attentive look at others.

In-service formation programs for teachers so that they also develop socio-emotional skills, develop empathy with the students who need it most and are able to develop socio-emotional skills in their students and identify cases of bullying. It is critical that teachers are fully in tune with the school's changing measures.

Conclusion

The present research brought some reflections on how healthy a school environment with integral formation can be, which works in its students to build the correct values, the full understanding of the need for empathy, respect and recognition of its space and that brings to the day the school day a teaching that is meaningful, that has added value for the students, with activities that can be easily employed in their lives.

Due to the most diverse pluralities of constitution or life that a family can have, it may not be able to clearly build in its children all the integrality that education and formation needs. It is at this moment that the school can be an ally. This is the understanding that today, family and school must share the formation of students' values. When we do this reflection, we can think of families from less favored social classes, but this is not the idea of this reflection. It is necessary to contextualize for families that cannot form values, and this has no connection with social class or income.

We have seen that teachers can develop in students the necessary socio-emotional skills so that they can understand their emotions, resolve their internal conflicts and also easily resolve external conflicts. These socio-emotional skills, if well worked out, combined with the construction of values, will build citizens who are more confident in their behavior, responsible in dealing with others and aware of their responsibilities as citizens.

All these processes, linked between everyday school activities can be present in various disciplines, various activities, making the student bring these experiences to their day to day and that change naturally happens. The school needs to change, it needs to keep up with the transformations of human beings and social relationships. The student is not just intellectual. At school, the student does not need, and should not only learn disciplines from the existing sciences, he is also emotional, spiritual, bodily, sociocultural.

It is necessary to create possibilities for development in several dimensions, linking daily, integral teaching, which works in several dimensions, which develops several emotional skills and that brings to the reality of the students everything they learn in school. By arriving at the concurrent development of various dimensions, it is possible to achieve deeper developmental goals that will carry over to a lifetime.

The conclusion that we reached with these researches is that there is a distortion of values, often unconscious, and that the school can be a partner of families and students in the clear construction of ethical and moral values and in the construction of the development of socio-emotional skills. However, this process will only bring positive results if schools are

willing to get rid of their current construction and think that it is necessary to change to take care of the individuals who have changed and now attend their spaces. The school can help in the formation of citizens of values, empathic and capable of respecting the other in their individuality and being able to complete the traditional “BA bá” of the BNCC. It is no longer possible to have the 19th century school for 21st century children, youth and adolescents. Beings of generation Y who are already “born” knowing a lot about technology are increasingly lacking an attentive and patient look to teach and lead.

In this context, it is noticeable how much School Management can help in all this process of combating bullying, either by improving the physical spaces of the school, making them more accessible environments for day-to-day practices, or by organizing constant formation of teachers and other members of the school community or in activities that bring the school closer to the students' families, making the school the living environment that has already been mentioned in this research.

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