

SCHOOL COEXISTENCE AS A PUBLIC POLICY IN THE STATE OF SÃO PAULO

CONVIVÊNCIA ESCOLAR COMO POLÍTICA PÚBLICA NO ESTADO DE SÃO PAULO

LA CONVIVENCIA ESCOLAR COMO POLÍTICA PÚBLICA EN EL ESTADO DE SÃO PAULO

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ABSTRACT: This article has as object of study the school relations in basic education and is based on historical-cultural psychology and historical-critical pedagogy. its objective is to analyze a government program implemented in the public network of são paulo, entitled conviva, with the purpose of improving the quality of the coexistence inside public schools. this program was conceived to match the needs of educators in the public school system of são paulo, in dealing with conflicts, violence and promoting the improvement of the relational climate and safety of schools. however, the analysis of the documents, carried out until that moment, highlights the influence of neoliberal policies, implemented in recent decades on the program, changing the focus of its actions to homogenize behaviors and promote social control, dealing with mental health of students and teachers, which contributed to the pathologization of education.

KEYWORDS: Basic education. School violence. School coexistence. Human development. Neoliberal policies.

RESUMO: Este artigo tem por objeto de estudo as relações escolares na Educação Básica e está embasado na psicologia histórico cultural e na pedagogia histórico crítica. O objetivo é analisar um programa de governo implementado na Rede Pública Paulista, intitulado conviva, voltado para a melhoria da qualidade da convivência escolar. Este programa foi concebido para atender as necessidades dos educadores da rede estadual paulista no tratamento dos conflitos, das violências e promover a melhoria do clima relacional e segurança das escolas. Mas a análise dos documentos realizada até esse momento, ressalta a influência das políticas neoliberais, implementadas nas últimas décadas sobre o programa, alterando o foco das suas ações para homogeneizar os comportamentos e promover o controle social, passando a tratar de saúde mental de estudantes e professores, contribuindo para a patologização da educação.

PALAVRAS-CHAVE: Educação. Escola. Conviva. Política pública. Violência.

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RESUMEN: Este artículo tiene como objeto de estudio las relaciones escolares en la educación básica y se fundamenta en la psicología histórico-cultural y la pedagogía histórico-crítica. su objetivo es analizar un programa de gobierno implementado en la red pública de são paulo, denominado conviva, destinado a mejorar la calidad de la convivencia escolar. este programa fue concebido para atender las necesidades de los educadores de la red estatal de são paulo, en el abordaje de los conflictos, la violencia y la promoción de la mejora del clima relacional y de la seguridad en las escuelas. sin embargo, el análisis de los documentos, realizado hasta ese momento, destaca la influencia de las políticas neoliberales, implementadas en las últimas décadas sobre el programa, cambiando el foco de sus acciones para homogeneizar conductas y promover el control social, pasando a ocuparse de la salud mental de los estudiantes y docentes, contribuyendo a la patologización de la educación.

PALABRAS CLAVE: Educación básica. La violencia escolar. Convivencia escolar. Desarrollo humano. Políticas neoliberales.

Introduction

“The devaluation of the human world increases in direct proportion to the appreciation of the world of things.”
Karl Marx

Violence is not a current or isolated phenomenon, it runs throughout human history and affects all societies. But nowadays, the established forms of violence are increasingly complex and trivialized, mainly due to its overexposure in the media and social networks. The episodes of violence that have occurred in schools in recent years have worried not only the school community, but society as a whole, generating fear, insecurity, and a feeling of powerlessness.

In Vigotski's (2018) conception, it is through social relations that subjects are constituted and develop human potentialities. The human being is social and needs collaborative coexistence to incorporate culture and knowledge historically built; therefore, the quality of interpersonal relationships is essential in educational processes.

Jares (2008) explains that the model of coexistence we have nowadays is based on "socioeconomic, political, cultural, and educational practices decided by human beings" (p.18). He states that neoliberalism and globalization are increasingly deepening injustices and dehumanization, promoting changes in social relations with the promotion of individualism, consumerism, exaltation of appearance over essence, and the "loss of basic values of coexistence" (JARES, 2008, p. 18). The culture of violence is present in all institutions and the school is not immune to it.

The disseminated capitalist values, combined with the inequalities, social, political and economic problems experienced in Brazil, promote situations of violence that are reproduced

and stimulated in schools, compromising school coexistence and, consequently, the quality of education.

This study analyzes the reflections of neoliberal policies on education and the promotion of school violence, focusing on the actions developed by the São Paulo State Department of Education - SEDUC-SP, especially in the CONVIVA-SP program that was designed with the purpose of addressing coexistence, improvement of the relational climate and safety in schools of the São Paulo public network, as provided in Resolution No. 48/2019 (SÃO PAULO, 2019a).

Theoretical and methodological assumptions

The research entitled “Convivência em Escolas Públicas Estaduais de São Paulo: Um estudo de caso sobre o Programa Conviva – SP” has as its perspective cultural historical psychology and critical historical pedagogy, based on Vigotski's studies and on the theoretical and methodological principles of dialectical historical materialism.

In these theories, the human being is understood as historical, living in a cultural, political, and economic context and constituted from its material production. It is through work (material activity) and the social relations arising from it that human development takes place. Marx (2007, p. 87) explains this movement: "what they are coincides, therefore, with their production, both with what they produce and how they produce it. What individuals are, therefore, depends on the material conditions of their production." The material activity and social relations established through work promote human development, consciousness, ideas and representations. The material bases and the ways in which they develop their activities interfere in the formation of subjects.

Vigotski, based on Marxist assumptions, understood the importance of activity, social relations, and the historical and cultural context in the development of subjectivity and subject's behavior. His studies concluded that the human being is not born ready like other animals, but has infinite possibilities for development and that the historical, material, cultural, and social conditions are fundamental in the humanization process. For Vigotski, "[...] Man is a social being and, outside of his relationship with society, he would never develop the qualities, the characteristics that are the result of the methodical development of all humanity" (2018, p. 90). He links human development to the development of the Higher Psychological Functions - HPF, which are stimulated by the activities he develops and by the appropriation of culture in the social relations established by the subjects throughout their lives.

The HPFs, such as consciousness, memory, perception, attention, speech, thought, emotion, will, and the formation of concepts, are developed in the historical, social, and cultural process of the human being, from the activities and experiences in all the environments in which he/she lives. These experiences are mediated by other people, promoting an unlimited psychic evolution. The more significant experiences the individual has, the greater is his possibility of development. In other words: "all higher functions originate from real relations between human individuals" (VIGOTSKI, 1991, p. 41). He clarifies that HPFs develop in two stages, the first through social relations and the second individually, with the association of interpersonal (interpsychological) experiences with intrapersonal (intrapyschological) development. The author highlights the importance that interpersonal relationships have in the process of human development, because it is from them that the subject incorporates the knowledge necessary for its evolution.

As Saviani (2011, p. 12) states, the school plays a key role in human development, since the educational processes organized by teachers promote the socialization of knowledge historically built and necessary for the psychological development of subjects and "in the production of ideas, concepts, values, symbols, habits, attitudes, and skills". For the author, the human being needs to learn to think, to act, to evaluate, to make choices, to know scientific concepts, to develop critical thinking, and to participate concretely in the reality that he or she lives. Therefore, "for the historical-critical pedagogy, education is the act of producing, directly and intentionally, in each individual, the humanity that is produced historically and collectively by all men" (SAVIANI, 2011, p. 6).

Cultural-historical psychology and critical historical pedagogy act in the construction of qualified experiences for the integral development of individuals, through formative processes that promote emancipation. Educators should understand the student in his political, economic, and social context and offer meaningful pedagogical activities, not promote his adaptation and conformation to the social environment.

Neoliberal policies imposed on education

The changes that have occurred in education in the last decades have totally compromised the quality of teaching, reducing school practices to the logic of the market. During the 1990s, Brazil underwent neoliberal reforms that affected the services provided by the state, outsourcing their management to institutions linked to capital. The minister of the reform, which became known as New Public Management - NPM, argued that with globalization there was a need to intervene and regulate education, health, culture and prepare the country for world competition (PEREIRA, 1998).

NPM transformed school practices and imprinted economic rationality with a focus on evaluation, data analysis, efficiency in process management and the search for results, with cost reduction. The privatization of public services imposed a new relationship in the consumption of services, focused on market interests, which reoriented social policies. In education, changes occurred "in administrative, financial, and pedagogical dimensions" (OLIVEIRA, 2015, p. 630-631).

For Saviani, education began to exalt the "capabilities and skills" to be achieved "in the educational market", fostered by business sectors under the command of international organizations such as the World Bank, the Organization for Economic Cooperation and Development - OECD and institutes linked to large companies, which instituted the so-called "corporate pedagogy" (SAVIANI, 2013, p. 430). These changes have affected both basic and higher education, valuing quantitative performance goals and reducing human formation to the mere acquisition of content; the so-called banking education, so criticized by Paulo Freire, when he denounces: "it is pure training, it is pure transfer of content, it is almost training, it is pure exercise of adaptation to the world" (FREIRE, 2000, p. 101).

Saviani (2013, p. 437) further states that: "for the adaptation to the natural and material environment would come into play the cognitive skills and the mechanisms of adaptation to the social environment would be constituted by affective emotional skills", preparing individuals to have behaviors adapted to social demands. The author shows that education focused on the development of skills fosters resignation and individualism, praising the results and discarding the processes.

capitalist society is therefore divided into classes with antagonistic interests. From this character of the capitalist social structure it follows that the role of school education will be one if it is placed at the service of the development of capital, therefore, at the service of the interests of the dominant class. And it will be another if it is positioned in favor of the interests of the workers. And

there is no possibility of a third position. Neutrality is impossible. This is what is meant when we say that education is a political act (SAVIANI, 2013, p. 26).

Cultural-historical psychology and critical historical pedagogy are committed to social development and to overcoming capitalist values. The educational processes promoted by the school are fundamental for the development of critical thinking and active social participation, but by offering reductionist activities that simplify the concrete reality, the subjects become vulnerable to the ideals disseminated by the dominant ideologies. As Saviani emphasizes, education cannot be neutral. It must be committed to human development and to the social emancipation of individuals, and not to capital.

The contradiction of managerialist policies is the idea of efficiency and total quality in education. However, they ended up withdrawing financial and pedagogical resources from schools, created reductionist curricula focused on the development of cognitive and socioemotional skills, compromised the training of educators and students, which reproduced an uncritical, reductionist, dehumanized and authoritarian education that strengthened the culture of competition among people, affecting social relations and coexistence at school. There is no educational quality without financial resources, without participatory activities and without the promotion of human development.

School violence in the State of São Paulo

In the state of São Paulo, which has the largest public school network in Latin America, with approximately 5,100 units, the number of incidents involving interpersonal conflicts and other types of violence has increased in recent years, as demonstrated by the data in the figure below:

Figure 1 – Violence Data – ROE³**DADOS DE VIOLÊNCIA – ROE**
1º trimestre anos 2017-2018 e 2019

Descrição	2017	2018	2019	Comparativo 2017-2018	Comparativo 2018-2019
Agressão física	646	2073	2706	221%	31%
Agressão verbal	350	971	1067	177%	10%
Encontro de álcool e/ou outras drogas	14	39	46	179%	18%
Ameaça	159	401	627	152%	56%
Assédio e/ou abuso sexual	17	82	86	382%	5%
Bullying	53	219	330	313%	51%
Indisciplina	7098	12309	5410	58%	- 43%
Discriminação	33	77	79	133%	3%
Violência auto-infligida	9	52	62	478%	19%

Source: System for Registering School Occurrences - ROE (current CONVIVA platform - PLACON)

The numbers show the most recurrent records made by schools, which characterize both interpersonal and intrapersonal violence, in the case of self-inflicted, better known as self-mutilation. There are cases of suicide among adolescents and young people, which are usually related to bullying, a type of violence that has increased significantly in recent years, as shown by the figures. Educators have difficulty in dealing with these situations, and most of the time, they use punishment and even judicialization as a way to solve conflicts and violence.

Three recent cases draw attention because of the context in which they occurred and the way they were handled. The case of Suzano⁴, in which two former students entered the school and killed seven people, including students and staff, and then committed suicide, shocked and caused a lot of commotion in society. There are reports that the attackers were victims of bullying when they were studying at the school and, supposedly, they came back to take revenge. For many months after this event, SEDUC-SP sent teams to support and monitor the educators' activities and completely renovated the school, inserting living spaces and technological equipment⁵.

³ Agressão física = Physical aggression; Agressão verbal = Verbal Abuse; Alcool and/ou outras drogas encounter; Ameaça = Threatening; Assédio e/ou Abuso Sexual = Sexual Harassment and/or Abuse; Indisciplina = Indiscipline; Discriminação = Discrimination; Violência auto – infligida = Self-inflicted violence

⁴ News about the Suzano school case. Available at: Double attacks school in Suzano, kills eight people and commits suicide. Mogi das Cruzes and Suzano. G1 (globo.com). Accessed on: 28 Jan. 2022.

⁵ News about the revitalization of the Raul Brasil School. Available at: <https://www.saopaulo.sp.gov.br/spnoticias/apos-reforma-escola-estadual-raul-brasil-esta-totalmente-revitalizada/>. Accessed on: 09 Jan. 2022.

The second case occurred in a school in Carapicuíba ⁶, when some students started throwing desks and chairs on the classroom floor, throwing books at the teacher and verbally assaulting her. One of the students filmed the violent scenes and a few days later, the video was shown on a popular television program. After the video was shown in the media, SEDUC-SP called the police who took the nine students involved in the case to the police station that handles cases of infractions committed by teenagers, where the boys, aged 12 to 16, spent the night and, the next day, were referred to the Public Prosecutor's Office. All the students were transferred from the school and three were sent to the home foundation.

The third case concerns two children, ages eight and nine, students in the 4th grade at a school in the city of São Paulo ⁷, They put insect poison in the teacher's water, and she started to feel ill, but was quickly attended to. The episode also had great repercussion in the media, but the boys could not be prosecuted because of their age, since only adolescents between the ages of 12 and 18 are considered infractions. The teachers at the school wanted to transfer them and called the police and the Guardianship Council to handle the case.

The cases presented promote some reflections and conclusions about the practices developed in the school, the culture present in the school community about violence and the actions of SEDUC-SP. The first finding is that educators do not know how to deal with conflicts, since violent situations arise due to poorly resolved conflicts and usually become police cases. Conflicts are human and commonplace, but they can bring positive or negative consequences. Thus, "when ignored or mismanaged, they can have unintended consequences. What is commonly referred to as violence is one of the possible consequences of the inability to manage conflicts. But when they are well managed, they generate learning in all involved (CECCON *et al.*, 2009, p. 19).

Another finding is about the physical, pedagogical, and staff infrastructure of São Paulo schools. The Strategic Plan of the current administration 2019 - 2022 shows that:

There are 900 schools without sports courts (17%), 1,384 in need of general renovation (27%), 3,555 in need of partial renovation (69%), and 3,634 without accessibility (71%). The last computer upgrade occurred in 2013/2014 with the renewal of only 88 thousand machines and 2,391 schools are without Wi-Fi for pedagogical use (46% of the network) (SÃO PAULO, 2019b, p. 14).

⁶ News about the Carapicuíba school case: Students who threw books at a teacher at a school in São Paulo are heard by a prosecutor and taken to the Children's Court. São Paulo: G1 (globo.com). Accessed on: 28 Jan. 2022.

⁷ News about the Capital's school case. Available at: <https://g1.globo.com/sp/sao-paulo/noticia/2020/02/14/policia-de-sp-apura-se-alunos-colocaram-veneno-para-matar-barata-em-garrafa-de-agua-de-professora-que-passou-mal.ghtml>. Accessed on: 28 Jan. 2022.

The numbers point to the lack of investment needed to provide basic services in schools, in addition to the lack of teachers, which in 2018 reached 34%; and support staff. The school in Carapicuíba, for example, had no support staff when the students vandalized the classroom; the principal was in charge of everything from keeping the staff's time book to opening and closing the school gates, although she had eight open positions for school organization agents. Immediately after the conflict, the Secretary sent two agents, who had already taken the exam, to work at the school. SEDUC-SP only remedies the situation of schools when the media reports some serious episode, but many schools lack adequate infrastructure.

A third important finding is the absence of dialogic spaces for conflicts to be understood and resolved in an assertive manner. In this sense, it is necessary to identify the cases of bullying such as those that occurred in the Suzano school, understand the needs of students and educators, as in the cases of Carapicuíba and Capital, and require spaces where difficulties and feelings can be verbalized. The times and spaces for conflict resolution at school have to be systematic and involve all members of the school community (CECCON, 2009; JARES, 2008; VINHA; TOGNETTA, 2009). The students from the Carapicuíba school were not heard about the reason for the aggression against the teacher, nor were the children from the Capital school, but according to reports, they were having difficulties with some assignments given and wanted to continue studying with the previous year's teacher with whom they had a strong bond, and thus thought of pushing the new teacher away. Although the news reports say that the children would be ten and 11 years old, they were eight and nine at the time.

Dialogical spaces collaborate to strengthen the relationship and encourage communication between students and teachers. According to Vigotski (1991), speech is vital to the organization of HPF; it is a complex activity that stimulates thinking and the formulation of ideas. In Vygotski's (1996, p. 209) view: "[...] The convergence between thought and speech constitutes the most important moment in an individual's development, and it is precisely this connection that places human thought at an unprecedented height." Thus, dialogue drives the elaboration of thought and cognitive development, for the expansion of higher psychological structures. But what has been happening in schools is the imposition of dehumanized practices, in which neither educators nor students see themselves as subjects of educational processes, but mere executors of ready-made activities sent by the Teaching System.

It can be observed that there has been a decline in education in São Paulo, the result of inadequate policies implemented in the last decades, which have compromised the educators'

training and their conception of education, the well-being and safety of people in school and, consequently, the quality of the education they offer.

Violence against school, from school, and at school

Violence at school can be characterized in three different ways: violence against the school, from school, and at school, according to Ristum (2010). The public policies implemented by the managerialist reform can be characterized as violence against the school, because the new pedagogical proposals created without the participation of educators, the large number of students in classrooms, the lack of investment, low wages and the growing demand for results in student performance have made educators sick and promoted the devaluation of teaching, in addition to the precariousness of school practices (RISTUM, 2010). The author states that the scrapping of public schools combined with the depredations and invasions, especially in more vulnerable neighborhoods; drug trafficking; the enticement of students to the world of crime and the constant presence of the police consist of situations of violence against the school, compromising the safety and well-being of the school community and the quality of education (RISTUM, 2010, p. 70).

Violence from school is related to symbolic violence (BOURDIEU, 1989, apud RISTUM, 2010, p. 74), experienced by the hierarchical relationships present in the school environment. There is a verticalization of power, in which orders are received from the administrative spheres and must be fulfilled by educators, being reproduced to students and their families. There are no democratic spaces, only obedience to superior orders, which reproduces the socially established power relations. The presence of a prescribed curriculum without the participation of teachers in its construction, with activities out of context of the students' reality, as well as the installation of bars, cameras and other devices that resemble prisons also characterize school violence (RISTUM, 2010, p. 90).

Violence at school, on the other hand, is what occurs in everyday school life, such as indiscipline, physical and verbal aggression, property depredation, theft, bullying, name-calling; that are more common among students and between them and teachers, but can occur among educators and with families. There are the most serious cases in which students carry weapons at school to threaten their peers or teachers. The intention to humiliate, practice acts of cruelty and submit the other to their power, clearly demonstrate problems in social relationships (RISTUM, 2010, p. 79-81).

Violent attitudes are also manifested by educators with students, in situations such as criticizing some speech or behavior in public, putting the student out of class or punishment, threatening to call parents, putting nicknames and other types of psychological violence that can create a tense and embarrassing environment, compromising interpersonal relationships (RISTUM, 2010, p. 87)

The use of violence promotes an environment that compromises the quality of education, especially in public schools, aggravating the situation of the poorest students who are already excluded in different ways. And, as paradoxical as it may seem, the dynamism and complexity of the social relations involved in the historical-cultural issues that lead these teachers to promote social exclusion, by allying themselves with the process of impoverishment and social devaluation of the teaching profession, end up placing these same professionals as socially excluded (IBID, 2010, p. 87).

The author observes that the exclusion promoted by the educators reflects on their own exclusion, reproducing the historical and cultural values of violence and contributing to the social depreciation of the teaching profession. Another important analysis made by Ristum (2010) is related to the blame for school violence, which, in the view of educators, falls on the family, the social, political, economic, cultural context and the violent environment that students live in. The author agrees that macrosocial factors are the driving force of violence, but considers that the practices developed by educators reinforce the reproduction of violence at school.

SEDUC-SP's policies to contain school violence

There was a rebellion⁸ back in 2008 at a school in the city of São Paulo, in which the students began to break the glass, windows and desks of the classrooms, climbed on the roof and kept threatening the educators, who locked themselves in a room in fear of the students, as it was not the first time that violent episodes had occurred in the school. The rebellion was only contained with the arrival of the police and the case was publicized in the media with great repercussion.

In view of this event, SEDUC-SP created the School Protection System - SPEC, in partnership with the Public Security Department - SSP, with proposals to prevent violence and deal with interpersonal conflicts that occur in the school routine. The program was based on

⁸ News about the rebellion at the Amadeu Amaral school. Available at: <https://g1.globo.com/noticias/saopaulo/0,,mul859263-5605,00-professores+chamam+pm+para+conter+briga+de+alunos+em+sp.html>. Accessed on: 23 Jan. 2022.

three pillars: the School and Community Mediator Teacher project, the Electronic Surveillance project and the School Occurrence Registration system – ROE in the Portuguese acronym. The School and Community Mediator Teacher project designated a teacher to act as a mediator, develop actions to resolve everyday conflicts and forward the vulnerability situations identified in the school to the institutions of the protection network, such as the Guardianship Council, Public Ministry, Health Institutions, among others. Electronic surveillance installed cameras in strategic locations in schools in order to contain acts of vandalism and the ROE was created for managers to record conflicts and violence that occurred in schools, which served as a database to guide the actions of SEDUC, of the boards of directors. regional and schools.

In the early years, SPEC received sufficient resources to promote training actions for mediator teachers and maintain a central team with many employees to monitor and meet the needs of schools. With management changes, the resources allocated to the program were reduced, the central team and the number of designated mediator teachers were reduced, until in 2017, the cabinet requested the creation of a new program, as the occurrences registered by the schools were increasing. Thus, the school and community mediation program was created, which involved all civil servants in conflict resolution actions and resumed training actions in order to discuss conflicts and violence in the light of scientific research. Some partnerships with Universities and Institutions of the protective network were established, which guaranteed the quality in the training of servers.

In 2018, SPEC and “Grupo de Estudos e Pesquisas em Educação Moral-GEPEM” organized a project entitled “Coexistence as a value in public schools” for submission in a research notice.⁹ published by Fundação Itaú Social and Carlos Chagas. The project was chosen by the referees and the SPEC training actions began to be guided by themes related to coexistence and not only in conflict resolution. The proposal consisted of implementing school assemblies to discuss what bothered people at school, a support system among equals to help students who were isolated, sad or experiencing some problem, and conflict mediation chambers, which would involve educators and family members in resolving occasional conflicts. These methodologies aimed to create a culture of solving everyday problems and seeking consensual solutions for them. Educators and students would answer a questionnaire for the Relational Climate Assessment¹⁰ at school, whose results would serve, together with the

⁹ Available at Edital de Pesquisa: Anos Finais do Ensino Fundamental – Adolescências, Qualidade e Equidade na Escola Pública | FCC – Accessed on: 19 Jan. 2022.

¹⁰ The Relational Climate Assessment is a part of the School Climate Assessment, developed by the Group of Studies and Research in Moral Education – GEPEM at the State University of Campinas – UNICAMP and São
RPGE– Revista on line de Política e Gestão Educacional, Araraquara, v. 26, n. esp. 3, e022092, July 2022. e-ISSN: 1519-9029
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records of the occurrences made in the ROE, as data for the construction of a plan of coexistence of the school.

The project would be implemented in three regional directorates, one in the capital, one in the metropolitan region and one in the interior of the state, totaling approximately 160 schools, but after the tragedy that occurred at the school in Suzano, the newly arrived executive secretary wanted the project to be extended to all schools in the network. All actions were replanned and a new program was created by SEDUC, CONVIVA SP, with the aim of dealing with coexistence and school safety.

The cabinet began to plan some actions contrary to coexistence, such as the presence of police officers in schools, the creation of a single regiment with rules that provided for greater rigidity in cases of violence and depredation, the creation of educational measures for students who caused damage to the patrimony and the responsibility of the families in its repair of the damages caused in the schools. There was a change in the management of the program and the focus of actions changed radically and, in a short time, the training guidelines related to coexistence were replaced by guidelines on mental health, developed in partnership with a nursing faculty.

The relational climate assessment was answered by the schools in the network at the end of 2019, and the results would be used in the 2020 school planning, when school teams built their coexistence plans using the Coexistence Improvement Method - CIM. When the Principal Secretary saw the general result of the evaluation, he did not let it be released to the schools, although the educators had already been guided on how to use the evaluation data to plan coexistence actions.

After the beginning of the Covid-19 pandemic, a new program was created to compose the activities of the conviva, the Psicólogos na Educação program, aiming at contributing to the actions of coexistence and improvement of the school environment, supporting the emotional health of educators and the work pedagogical of school teams in the development of cognitive and socio-emotional skills of students in the state network, according to news published on the SEDUC website. CONVIVA staff learned of the launch of this program when the Secretary made the announcement in the media; no one was consulted or participated in its construction.

Paulo State University – UNESP. The Relational Climate Assessment used only three of the eight dimensions of the original instrument: social relationships and conflicts at school, rules, sanctions and safety at school, and situations of bullying among students. Available at: <https://drive.google.com/file/d/1Sua0pM54bvhLnEmN2WO7IW--E90fLWpB/view?usp=sharing>. Accessed on: 28 Jan. 2022

The hiring of psychologists took place through a trading session and the contracted company provides its psychology services via a digital platform. Professionals from any region of the country were able to attend the schools, even without knowing their context, culture, history and pedagogical practices. SEDUC offered a virtual course to contracted psychologists focusing on the development of socio-emotional skills.

In recent years, the pathologization and medicalization movement of education has grown in Brazil and in the world. There is a strong belief that school complaints (learning and behavior problems manifested by students) are students' own problems. For Souza (2007), school practices need to be rethought, as many students have been misdiagnosed.

We do not want to say, however, that there are no serious emotional problems. But they do not affect the vast majority of children in our schools (public and private) and that even if they do happen, recent experiences show the importance of the pedagogical space as a structuring element of the psyche and promoter of healthier relationships. (SOUZA, 2007, p. 37).

The criticism is related to the pedagogical work developed by the school that reproduces the exclusion, alienation and submission of students and then pathologizes their behavior. Leal, Facci and Souza (2014), explain that the school provides a service to society being oriented by capital and uses the knowledge of psychology to validate its activities, removing the possibility of the full development of people, because they do not have access to what they need. In fact, school education should offer.

School psychology and Law 13,935: The role of the school psychologist

Since the 1980s, school and educational psychology have questioned the relationship between psychology and education in order to consider that psychological theories have been, for decades, at the service of explanations about the poor performance of students at school, centered on individualizing perspectives and that blame students, their families and their social origins. The discussion about school failure expanded the conception of the social, historical, political and cultural aspects that make up the difficulties of schooling, bringing an important set of analyzes that became a reference for understanding the ethical-political role of psychology in education (PATTO, 2015).

Thus, the discussions that took place within the scope of school psychology, began to constitute a critical perspective of psychology, seeking to explain the social, economic and political dimensions of schooling, rethinking the references of psychology to understand the

complexity of human subjectivity in a society of classes and to propose collective and shared actions between psychologists, educators and professionals from similar areas, for the expansion of school access and permanence, in a democratic and participatory way.

In this historical process of criticism, theoretical-methodological proposals were consolidated based on historical-cultural psychology and historical-critical pedagogy that began to explain the contradictions, prejudices, disputes arising from social inequality and that materialize in everyday life. school, in pedagogical practices, in expectations about working-class children, in the possibilities of facing structural issues of Brazilian society, such as racism.

The expansion of debates on the role of the school psychologist in Brazil has therefore moved towards an ethical-political project of psychology in an emancipatory and democratic perspective, constituting consensus on professional activities that contribute to:) the consolidation of the schools' pedagogical project: b) the carrying out of multi-professional activities, involving various segments of society in search of guaranteeing rights for children and adolescents; c) the direct collaboration with the teaching activity in order to support the actions of learning and human development in the school; d) actions to combat violence, inequality, discrimination, racism, homophobia and various forms of social exclusion: e) the expansion of bonds of social coexistence and the participation of students and families in everyday school life; f) the implementation of policies for the inclusion of people with disabilities; g) the expansion of dialogue between educators, students and parents for the decisions that constitute the daily life of the school, among other aspects (CFP, 2019).

Academic and scientific productions from representative bodies of the profession, collectives and professional councils were able to reveal this fundamental movement of Brazilian psychology and psychology in its relationship with education. A very important emphasis needs to be given to the process of professional training. The political project of psychology in Brazil had an impact on the training of psychologists, whether through the organization of Brazilian entities, universities or government bodies that expanded democratic actions in the country in the 2000s for professional training at a higher level, establishing a national higher education assessment policy (SINAES - National Higher Education Assessment System). In the specific case of training in psychology, the national curriculum guidelines for undergraduate psychology were approved in 2004 and reformulated in 2011 and 2019, giving dynamism and expanding the participation of training institutions across the country.

The approval of Law 13,935 on December 11, 2019, which "provides for the services of psychology and social service in public basic education networks" is an important

consequence of the process of struggle of psychologists for an effective recognition of the participation and contributions of psychology in education in an emancipatory perspective. Social needs, exacerbated by neoliberal policies, have presented major challenges to education and human training. Civil society increasingly needs to establish public policies that will strengthen democratic, participatory and collective positions in guaranteeing rights and advancing an ethical-political project for the whole of society.

Final remarks

Research is an important instrument of denunciation and announcement in a class society marked by social inequality. We believe that the theme of social coexistence is fundamental for us to understand social relations and in them the marks of the values imposed among people, in a given culture. The school, as an important social institution, is a space of human relations where the most diverse contradictions are found in everyday life. Identifying such relations, understanding the origins of certain prejudices and stereotypes, proposing collective, democratic, and inclusive practices becomes an indispensable condition for the resistance to dehumanization.

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