

**MULTIPLE FACES OF VIOLENCE: PERCEPTIONS OF TEACHERS, STUDENTS, FAMILIES,
AND EDUCATION AND SOCIAL CARE PROFESSIONALS ABOUT THE DIFFERENT
LEVELS OF VIOLENCE** <https://doi.org/10.63330/aurumpub.013-008>**Cintia Ferreira Bezerra¹, Cyntia Kelly de Sousa Lopes², Heitor Barros Chrisóstomo³ and Ricardo
Normando Ferreira de Paula⁴****ABSTRACT**

Violence against children and adolescents is a complex and multifaceted phenomenon, the consequences of which extend beyond the private sphere and directly affect both the school environment and the learning process. This article seeks to examine manifestations of violence within three specific contexts—family, school, and institutional—with particular emphasis on case identification and the challenges related to underreporting and the absence of formal complaints. The exploratory and analytical investigation reveals that the diverse typologies of violence exert a detrimental influence on the cognitive, social, and emotional development of school-aged individuals, reinforcing existing inequalities and jeopardizing educational continuity. Moreover, the scarcity of information regarding reporting mechanisms, coupled with fear of reprisals, contributes significantly to the invisibility of the issue. The findings underscore the urgency of strengthening intersectoral public policies, promoting awareness-raising initiatives, and expanding the training of educators to enable the early detection of signs of violence. Additionally, the creation of accessible digital platforms, such as applications and websites, is recommended to facilitate reporting in a more efficient, secure, and effective manner. It is concluded that the comprehensive protection of children and adolescents requires a collective endeavor involving the State, society, and educational institutions, in order to guarantee a safe, inclusive, and rights-based school environment.

Keywords: Violence; Children and adolescents; Education; Underreporting; Public policies.

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INTRODUCTION

Violence affecting children and adolescents presents itself as one of the most complex and persistent social issues of contemporary times, directly impacting fundamental rights enshrined in the Federal Constitution of 1988 (Brazil, 1988), the Statute of the Child and Adolescent (Brazil, 1990), and Law No. 13.431/2017 (Brazil, 2017).

Especially following the widespread use of social media, many cases have gained visibility, and in numerous others, the process of case identification has begun, culminating in the prosecution and imprisonment of perpetrators. Although high estimated rates of underreporting still exist, cases are increasingly coming to light.

As violence transcends the boundaries of the domestic and community spheres, its various expressions also manifest within the school environment, affecting the teaching-learning process, student retention, and the holistic development of individuals. These impacts are not limited to academic performance but extend to emotional, social, and relational dimensions, compromising the full exercise of citizenship.

In this context, the following guiding question becomes pertinent:

How do the forms of violence experienced in three contexts—domestic, school, and institutional—impact the educational development of children and adolescents, and how does the absence or insufficiency of reporting compromise the effectiveness of protection and response strategies?

The general objective of this study is to analyze the impact of multiple types of violence—domestic, school, and institutional—on the educational development of children and adolescents, highlighting the role of the absence of reporting in perpetuating these situations and weakening response strategies.

The specific objectives are:

- To identify and characterize the most recurrent forms of violence in the family, school, and institutional contexts, based on theoretical frameworks and documentary data;
- To examine the factors contributing to the absence or underreporting of complaints in the three analyzed contexts;
- To assess the level of knowledge regarding reporting mechanisms.

Thus, this article seeks to contribute to a critical understanding of violence as a multifaceted phenomenon, recognizing its occurrence in the school environment as a factor of vulnerability, but also as a strategic field for intervention, capable of promoting comprehensive protection, equity, and the guarantee of the right to education in safe and inclusive environments.

To achieve the research objectives, a qualitative-quantitative and exploratory approach was adopted, supported by documentary analysis and literature review, aiming to understand the multiple



impacts of violence on the educational development of children and adolescents. Subsequently, a digital questionnaire containing multiple-choice and open-ended questions was administered to 600 individuals across various Brazilian municipalities.

The material was analyzed from a descriptive-analytical perspective, aiming, on one hand, to identify the main types of violence occurring in each setting, followed by an analysis of the causes of non-reporting and knowledge about tools that enable reporting.

With this approach, the study aims to contribute to academic and social debate on the need for more effective public policies and pedagogical practices that ensure educational environments that are safe, inclusive, and rights-promoting.

THEORETICAL FRAMEWORK

The term violence has gained increasing visibility, especially with the use of social media as a tool for disseminating various cases of its occurrence across different settings.

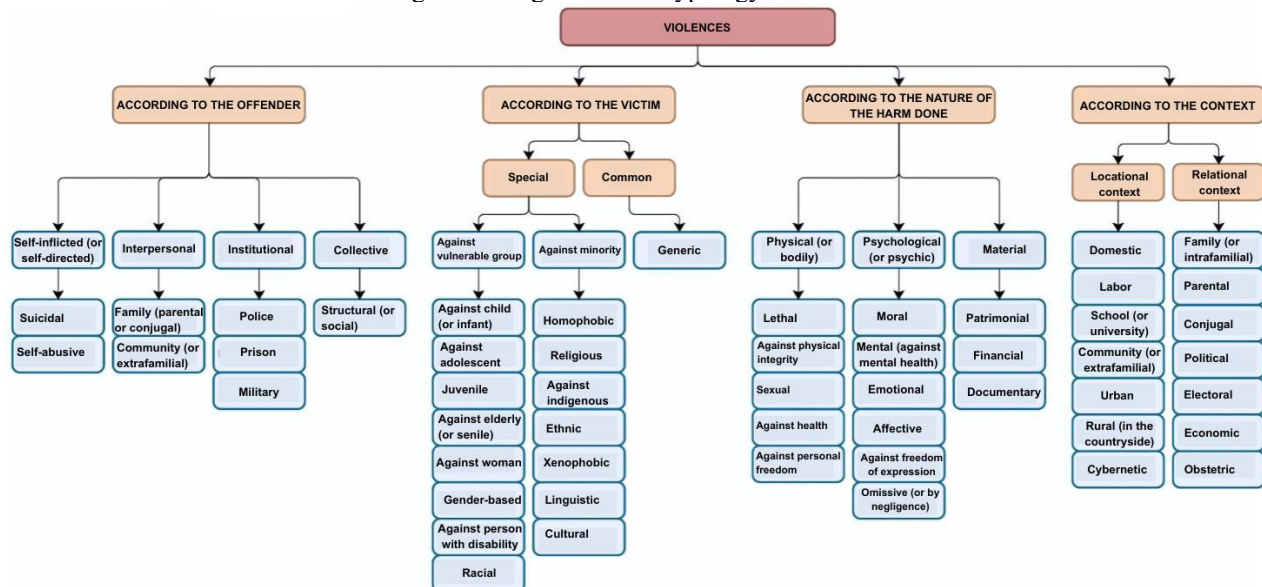
Broadly speaking, violence can be defined as:

“[...] the intentional use of physical force or power, whether threatened or actual, against oneself, another person, or against a group or community, that results in or has a high likelihood of resulting in injury, death, psychological harm, impaired development, or deprivation” (WHO, 2002).

The definition of violence presented above, in a comprehensive and multidimensional manner, encompasses both concrete actions and threats, as well as the application of physical force or power. This conception highlights that violence is not limited to visible physical aggression but includes symbolic and structural forms capable of causing injury, death, psychological harm, developmental impairments, or deprivation of rights. By considering the intentionality of the act and its potential effects, the WHO's definition provides a robust conceptual framework for the scientific understanding and analysis of the phenomenon, allowing for the exploration of its various manifestations in diverse contexts, some of which are addressed throughout this research.

A general overview of the various types of violence and the circumstances in which they may occur is available in the study by Silva and Ramos (2023), from which Figure 1 was extracted.

Figure 1. Diagram of the Typology of Violence



Source: Silva e Ramos (2023)

In general, the diagram presents a synthesis of the typology of violence, structured hierarchically and categorized based on four classification axes, emphasizing the diversity of situations in which violence may be classified.

From a more specific perspective related to the target audience of this research, violence against children and adolescents constitutes a complex and multifaceted phenomenon that manifests in distinct social contexts, such as school, family, and institutional environments. A deeper understanding of the dynamics of this phenomenon, in the broadest possible sense, can enable the development of effective prevention and response strategies.

The analysis conducted in this research considered three distinct scenarios, characterized as follows:

School Violence

School violence encompasses a set of behaviors and practices that, directly or indirectly, cause physical, psychological, or social harm to members of the school community. It may manifest through physical, verbal, symbolic aggression or institutional neglect (De Lélis Santos; De Miranda Moreira, 2025).

In this regard, Souza (2025, p. 14) emphasizes:

“This type of violence not only compromises students’ safety but also creates an environment of fear and hostility that hinders learning and social interaction. Students who experience or witness these episodes are more likely to develop school avoidance behaviors and social isolation, making academic and emotional progress more difficult.”



Given the above, the direct relationship between the occurrence of violence in the school environment and its impacts on student development becomes evident, whether these impacts are temporary or permanent. Thus, violence, by instilling a climate of insecurity, fear, and hostility, acts as a risk factor for compromising both academic performance and socio-emotional skills (UNESCO, 2019).

Beyond immediate harm, such as the interruption of pedagogical activities, there are long-term effects, including increased school dropout rates, social withdrawal, and difficulties in establishing interpersonal relationships. These outcomes reinforce the need to understand school violence not merely as a disciplinary issue but as a matter of public health and human rights, requiring integrated prevention and intervention actions involving schools, families, communities, and protection agencies.

Among the various forms of violence experienced and perpetrated within the school setting, bullying is one of the most frequent. This type of violence is characterized by intentional, repetitive aggression involving a power imbalance between the aggressor and the victim (Abdul Ghofur; Nunuk Sri Purwanti; Jenita Doli Tile Donsu, 2022). It can be physical, verbal, social, or virtual (cyberbullying). Its effects include anxiety, depression, social isolation, and decreased academic performance.

Domestic Violence

Domestic violence against children and adolescents, according to Law No. 13.431/2017 (Brazil, 2017), includes physical, psychological, sexual abuse and forms of neglect occurring within the family setting. This type of violence tends to be underreported due to emotional ties, economic dependence, and fear of retaliation (Farias; Barreto, 2025).

Studies indicate that adverse childhood experiences, such as abuse and neglect, have lasting impacts on emotional and social development, producing broad and interdependent effects that extend beyond the family environment and directly affect, for example, educational development (Bonfatti; Ribeiro; Granato, 2023).

From a psychological standpoint, continuous or repeated exposure to physical, psychological, sexual violence or neglect undermines the construction of self-esteem, emotional stability, and concentration capacity—fundamental factors for learning (Da Paz Silva; Da Paz Silva; De Mélo, 2024). Specifically considering the childhood scenario, literature on trauma during this life stage highlights that persistent exposure to violence prolongs toxic stress, affecting cognitive and emotional functions essential to development (Doroudchi, 2023).

Institutional Violence

Institutional violence refers to actions or omissions by public or private agents and institutions that result in rights violations and harm to human dignity (Brazil, 2017). In the school context, it may manifest



as disrespectful treatment, neglect of specific demands, and abusive use of authority, compromising the educational and protective role of the school (Da Costa Lyra; De Oliveira Bressan, 2022).

Outside the school environment, but intrinsically linked to it, a form of violence that has been growing in scale is racial profiling. This practice involves selecting individuals for searches, stops, or surveillance based on racial or ethnic characteristics without objective justification (De Sousa; De Sousa Veras; Mourão, 2024). In school and community contexts, this practice contributes to the symbolic criminalization of Black youth, especially males, reinforcing inequalities and perpetuating cycles of violence and exclusion (Parreira et al., 2025).

Beyond potential physical harm, this practice causes psychological damage, reinforces social stigmas, and contributes to the normalization of violence in relations between the State and the Black population. Specialized literature associates such dynamics with the reproduction of historical inequalities and structural racism present in public security institutions (Da Silva, 2025). Addressing this type of violence requires coordinated actions for prevention, intervention, and reparation.

To curb the various types and typologies of violence, several regulations support the fight against violence toward children and adolescents in Brazil, backed by a set of normative instruments.

The Federal Constitution of 1988, in Article 227 (Brazil, 1988), states:

“It is the duty of the family, society, and the State to ensure children, adolescents, and youth, with absolute priority, the right to life, health, food, education, leisure, professionalization, culture, dignity, respect, freedom, and family and community living, as well as to protect them from all forms of neglect, discrimination, exploitation, violence, cruelty, and oppression.”

From the perspective of the aforementioned article, by categorically listing the shared obligation among family, society, and the State, a co-responsibility for the protection and promotion of dignified development conditions is imposed. This means that violence, in its various forms, must be combated in an articulated manner, involving public policies, educational practices, social protection networks, and the strengthening of families.

More specific legislation, such as the Statute of the Child and Adolescent (Brazil, 1990), Law No. 13.431/2017, which establishes the system for guaranteeing the rights of children and adolescents who are victims or witnesses of violence (Brazil, 2017), and the Convention on the Rights of the Child (UN, 1989), ratified by Brazil in 1990, are milestones that determine the absolute priority of comprehensive protection, holding families, society, and the State accountable for the prevention and eradication of violence.

Finally, it is necessary to reaffirm that continuous exposure to violence interferes with school performance, affecting attention, memory, and motivation (Rosa et al., 2002). The direct consequence is an increased risk of school dropout, failure, and age-grade mismatch.

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METHODOLOGY

To present the results of this research, a quantitative and qualitative approach was adopted, with an exploratory and descriptive character. The objective was to understand perceptions of violence against children and adolescents from the point of view of different actors within the educational and family environments.

Regarding data collection, it was conducted through an online questionnaire, composed of both closed (multiple-choice) and open (discursive) questions. These were structured based on previous studies and contemporary discussions on the topic of child and adolescent violence. The instrument underwent content analysis by experts in the educational field to ensure clarity and relevance of the questions.

Developed using Google Forms, the questionnaire was available for responses from November 2024 to January 2025. It was disseminated via social media, WhatsApp groups, and institutional emails, reaching a diverse audience from various regions of Brazil, with a primary focus on the Northeast region and, more specifically, the city of Fortaleza – CE.

A total of 600 individuals participated in the research, distributed among the following groups:

- Basic education teachers (n = 285);
- Parents or guardians of children and adolescents (n = 89);
- High school students (n = 148);
- Education professionals (pedagogical coordinators, principals, school psychologists, among others) (n = 50);
- Social assistance professionals (n = 28).

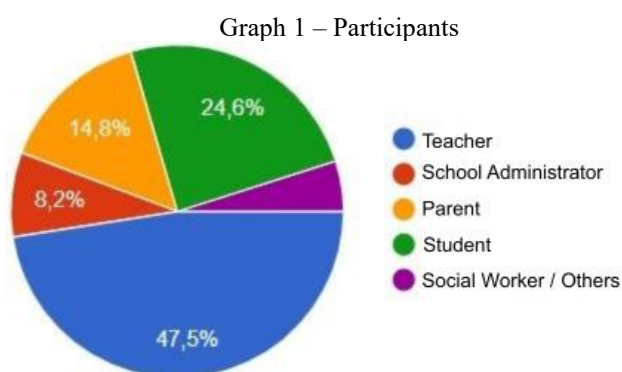
Participation was spontaneous and voluntary, with anonymity and confidentiality of information guaranteed. All respondents were informed about the objectives of the research and agreed to the terms of the Free and Informed Consent Form (FICF), made available at the beginning of the questionnaire.

Regarding data analysis, responses to closed questions were processed using descriptive statistics, with Microsoft Excel used to generate frequency tables, graphs, and percentages, aiming to identify patterns in the perceptions of the respondent groups. Responses to open-ended questions were analyzed using content analysis, following the methodology proposed by Bardin (2016). The statements were organized, categorized, and interpreted in light of the research objectives, allowing for a deeper qualitative analysis of the meanings attributed to violence in educational and family contexts.

The use of a mixed approach (quantitative and qualitative) enabled data triangulation, providing greater robustness and depth to the understanding of the phenomenon investigated from the participants' perspectives.

RESULTS AND DISCUSSION

This section presents the analysis of data collected from 600 respondents across different Brazilian states, who identified themselves as teachers, students, parents/guardians, education professionals, and social assistance professionals. These participants are distributed as shown in Graph 1, and their absolute numbers were detailed in the previous section. The participants come from various cities and states, with notable representation from the city of Fortaleza – CE, which accounted for 23% of the responses.



Source: Authors

Among the participants, more than 60% reported having witnessed some form of violence, either at school or at home (Graph 2). Following this question, there was a field for a brief account of the incident, and the responses revealed situations of violence in various settings. Some examples presented in the research include:

a) School violence: *“In fact, violent incidents within educational institutions are trivialized. My childhood and adolescence were marked by daily homophobia from ‘peers’ and sometimes teachers, and all the school administrations did was neglect the cases. The situations ranged from exclusion from group tasks to death threats!” (SIC)*

This testimony points to the systematic occurrence of homophobia, perpetrated by both peers and educators (De Andrade and Gonçalves, 2024). The trivialization of these episodes and the negligence of school administrations may constitute a scenario of symbolic and institutional violence, in which the absence of effective responses legitimizes and perpetuates discriminatory practices (Vinha *et al.*, 2023). The exclusion from activities and death threats reveal an escalation of violence, going beyond bullying and posing a real risk to the student’s physical and psychological integrity.

b) Domestic violence: *“The stepfather of a high school student had been sexually abusing her since she was 11 years old, when he moved in with her mother. She only revealed the abuse because the stepfather began harassing her younger sister. Not wanting her sister to go through the same ordeal, she disclosed her secret to the Pedagogical Coordination.” (SIC)*

This second account describes a severe case of intrafamilial sexual abuse—also known as incest—characterized by its continuity over the years and the victim’s forced silence, broken only by the imminent risk of further victimization. This situation illustrates the phenomenon of secondary victimization (Oliveira and Pereira, 2024), in which fear, shame, and lack of protection delay reporting. The school played a central role in this case, serving as a support system for identifying and guiding victims of violence.

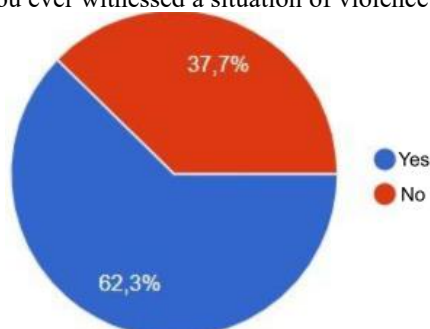
c) Institutional violence: *“I witnessed several instances where the principal promoted psychological violence and coercion against students, staff, and teachers. The administration feels sovereign within the school.” (SIC)*

This third account addresses institutional violence perpetrated by a school authority against multiple segments of the educational community (Da Costa Lyra and De Oliveira Bressan, 2022). The repeated practice of psychological violence and coercion by the school administration reveals an abuse of power that undermines the organizational climate and the school’s social function. This type of violence, still underrecognized, is acknowledged by the Convention on the Rights of the Child (UNICEF, 1990) and Brazilian legislation as a violation of human rights, as it affects the dignity, autonomy, and emotional safety of children, adolescents, and education workers.

Although only three examples are presented here, the study collected over 50 reports encompassing various forms of violence experienced by children and adolescents, whether at school or at home. This indicates an urgent need for addressing and preventing such occurrences. Reports ranged from less severe situations to heinous crimes. The accounts came from various participant groups, with students and teachers being the primary sources, making the school one of the main places where help is sought—provided it has professionals equipped to handle such issues.

These testimonies highlight the complexity and severity of violence against children and adolescents in different contexts—school, family, and institutional—reaffirming the multifaceted nature of the phenomenon and the challenges in addressing potential solutions, whether definitive or palliative.

Graph 2 – Have you ever witnessed a situation of violence at school or at home?

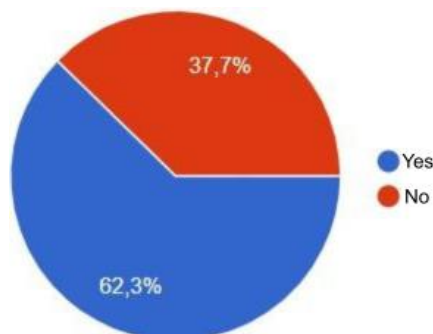


Source: Authors

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Next, more specific questions were addressed regarding the location of violent incidents. The first case examined was the school and its surroundings. As shown in Graph 3, more than 62% of respondents know a student who has suffered some form of physical violence at school or nearby.

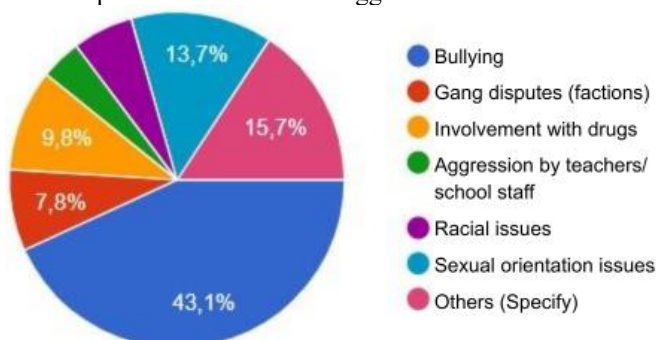
Graph 3 – Do you know a student who has suffered physical violence (slaps, punches, kicks, coercion, strangulation, injuries, etc.) at school or in its surroundings?



Source: Authors

Among the listed cases (see Graph 4), bullying remains the most frequently identified form of violence. One student shared: *“I’ve suffered a lot of physical and psychological violence at school, being called names that insulted my body, like whale, well cork, and other things. They also used to call me ball, throw me to the ground, and kick me.”* (SIC). As an example of the “Other” category in the questionnaire, one of the most cited cases was: *“Armed robbery”* (SIC) — experienced by both students and teachers.

Graph 4 – Motivations for aggression at school / its surroundings



Source: Authors

Cases of police violence due to racial profiling: *“Police approaches in the community are violent. They usually target Black boys with dyed hair and tattoos.”*

Racial profiling, in which phenotypic and aesthetic characteristics—such as skin color, hairstyle, and the presence of tattoos—are used as criteria for police stops and searches (Ralph et al., 2022), constitutes a form of institutional violence and racial discrimination. This practice violates constitutional

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principles of equality and non-discrimination, as well as international human rights treaties to which Brazil is a signatory.

Therefore, the analysis of this account highlights the urgent need for policies focused on training and oversight of police conduct based on human rights, as well as the implementation of monitoring and accountability mechanisms that inhibit discriminatory practices and ensure equal treatment for all citizens.

The schools mentioned by research participants are predominantly state-run public institutions, as shown in Graph 5. Municipal schools rank second. These schools are distributed across various states and municipalities, without any significant concentration, which allows us to infer that this issue is not isolated but rather a widespread reality within these institutions. Federal public schools accounted for a slightly lower percentage, just under 7%.

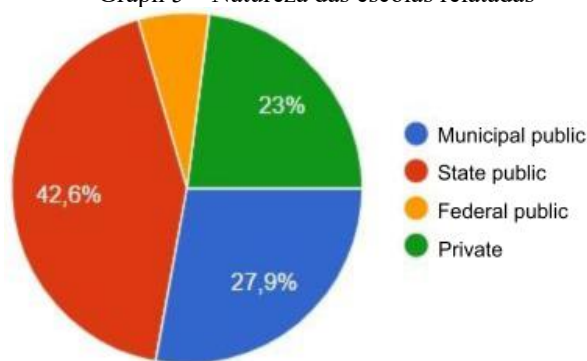
The second context analyzed was the students' homes (Graph 6).

Despite the relatively balanced results, the reports indicate a high level of awareness of such cases. It is important to emphasize that, according to literature on the subject, many cases go unreported for a variety of reasons (shame, feelings of guilt, etc.) (Oliveira, 2024).

Regarding the types of violence experienced, the options provided were as follows:

- Sexual violence perpetrated by parents, stepparents, or other family members
- Sexual violence perpetrated by individuals not biologically related to the family but who frequently visited the victim's home (friends, acquaintances, etc.)
- Physical violence perpetrated by parents, stepparents, or other family members as part of "disciplinary punishments"
- Physical or psychological violence perpetrated by parents due to marital or family problems
- Physical or psychological violence perpetrated by parents who use drugs (alcohol, marijuana, crack, etc.)
- Sexual violence perpetrated by individuals not biologically related to the family but who visited the victim's home sporadically (religious leaders, occasional workers, delivery personnel, etc.)
- Other (please specify)

Graph 5 – Natureza das escolas relatadas



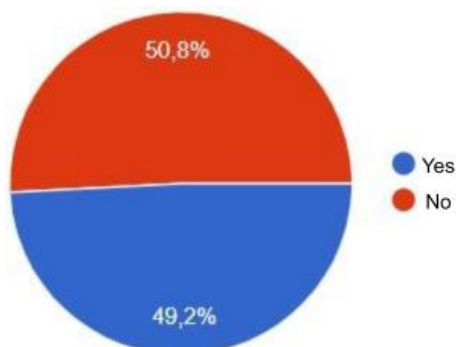
Source: Authors

The results presented in Graph 7 reveal a wide range of motivations for the occurrence of violence within households, with the most frequent being physical violence inflicted by parents, stepparents, or other family members under the guise of “disciplinary punishments.”

“A student was abused by her stepfather’s son. He would stay with her occasionally. She was advised to tell her mother, and the mother herself filed a report and took all necessary measures.” (SIC)

Lastly, the issue of institutional violence was analyzed (Graph 8), with the types of violence reported shown in Graph 9. These results indicate that moral harassment is the most prevalent form of institutional violence, which in some cases includes sexual elements, as evidenced by the following testimonies: *“The student was led to believe that he would only pass if he engaged in sexual activity.”* (SIC) *“A school employee harassed students, asking them to go out with him.”* (SIC)

Graph 6 – Do you know a student who has suffered physical violence (slaps, punches, kicks, coercion, strangulation, injuries, etc.) at home?

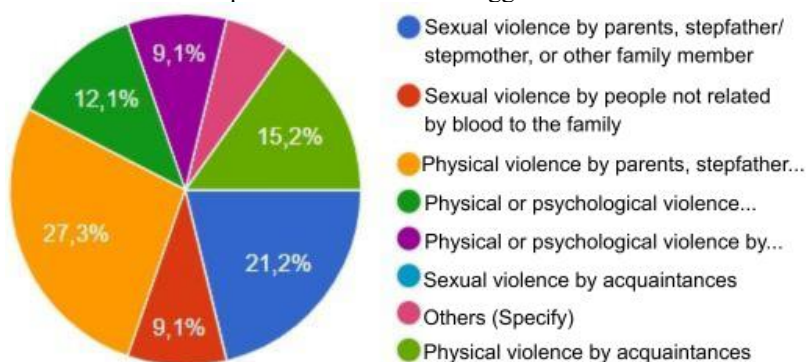


Source: Authors

Moving away from the sexual dimension and analyzing another aspect of institutionalized violence, one participant reported: “Students at a certain school were assaulted during physics classes by a teacher who threatened and verbally abused them with rude and vulgar language. The teacher’s undidactic teaching style, combined with years of learning deficiencies, did not help the students. Hearing this was awful! From the classroom I was in, it was horrible to hear the moral aggression.” (SIC)

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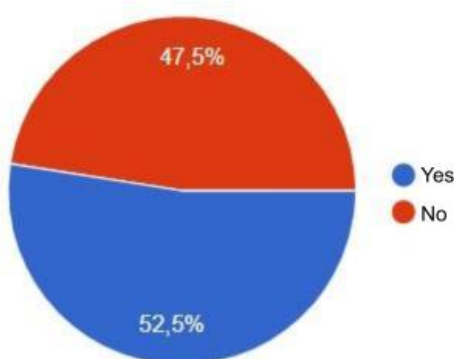
Graph 7 – Motivations for aggression at home



Source: Authors

This account indicates that the pedagogical practice was disconnected from effective and inclusive teaching methods tailored to students' needs, especially considering a history of learning difficulties. The absence of inclusive strategies and the use of intimidation as a disciplinary tool compromise not only academic performance but also students' emotional health and self-esteem.

Graph 8 – Do you know a student who has suffered institutional violence?

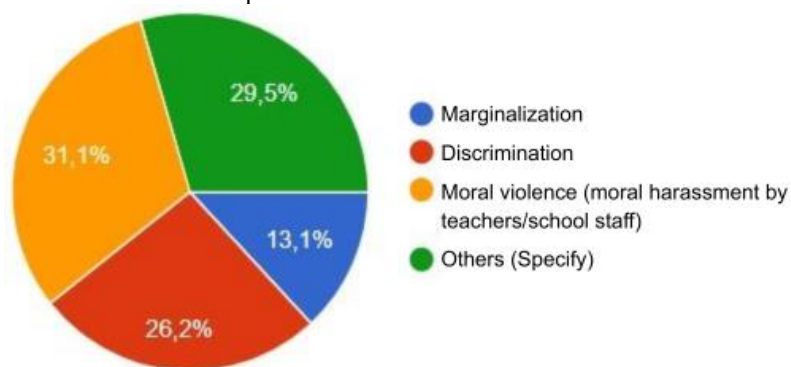


Source: Authors

This type of violence demands immediate institutional action, including teacher training in classroom management, implementation of prevention and reporting protocols, and psycho-pedagogical support for victims. The school administration's response is crucial to breaking the cycle of violence and restoring a safe and conducive learning environment.

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Graph 9 – Reasons for institutional violence

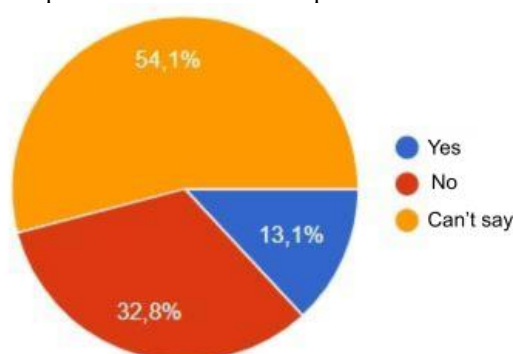


Source: Authors

After investigating the types and locations of violence, the issue of reporting was addressed. As previously mentioned, one of the major challenges in combating various forms of violence is the victims' reluctance to report, due to a significant number of reasons. Only slightly more than 13% of cases were known to have been reported by the participant (Graph 10).

This supports earlier findings that over 32% of cases in this study were not reported.

Graph 10 – Did the victim report the cases of violence?

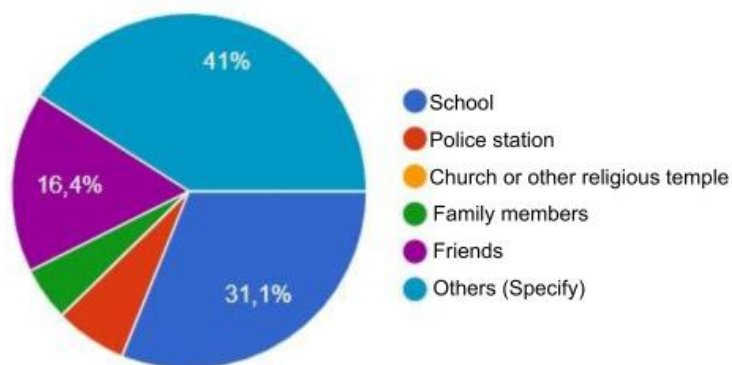


Source: Authors

Those who selected “Other” in Graph 11 indicated that the reporting process began through social media, the Guardianship Council, or conversations with friends who encouraged the victim to report.

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Graph 11 – Where was the reporting process initiated?



Source: Authors

A noteworthy finding is that the school is one of the main places where the process of identifying violence and guiding victims begins.

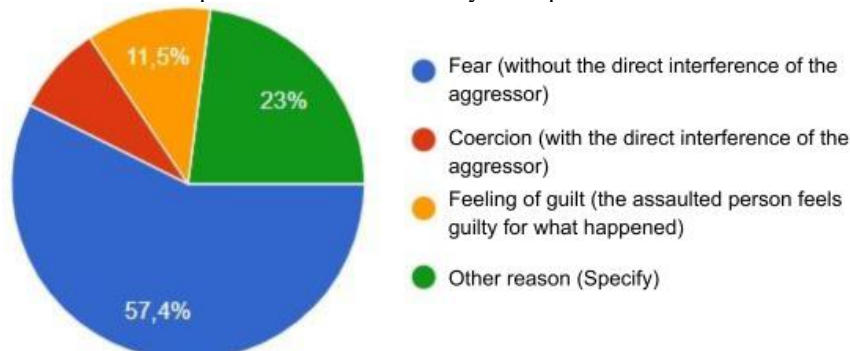
Regarding the lack of reporting, the research shows that the majority of cases are linked to fear of the aggressor (Graph 12).

The testimonies emphasize that victims suffer from a sense of potential impunity, as seen in the following statements:

- *“Fear, coercion, and I’ve seen many people give up trying to talk to school authorities because they know nothing will change.” (SIC)*
- *“Thought it wouldn’t lead to anything.” (SIC)*

To limit it to just two accounts, which represent the majority. In this case, when the records were individually analyzed, in some of those instances where the report was not made and there was, on the part of the victim, a feeling of the aggressor’s impunity, there was exposure and use of social media in an attempt to preserve their integrity and try to ensure that the case reached the authorities.

Graph 12 – Main reasons why the report did not occur



Source: Authors

Finally, participants were asked about their knowledge of reporting tools. 90% stated they did not know of any application that could facilitate the reporting process. The remaining participants mentioned

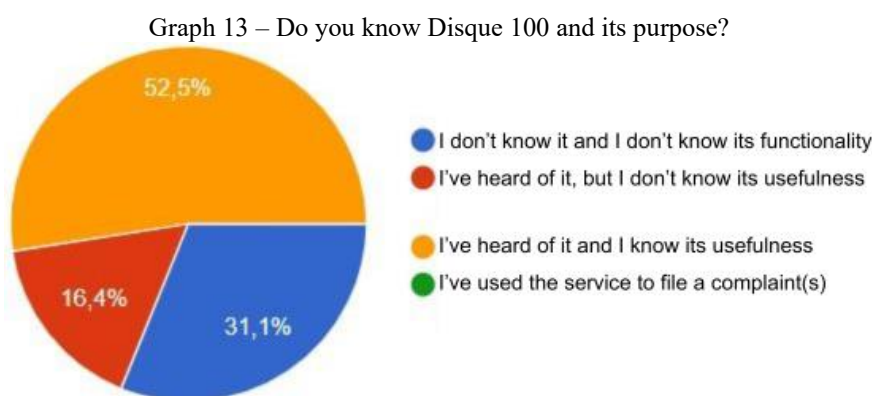
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an app from a retail company whose shopping platform includes a reporting channel (Agrela, 2020). This indicates that despite technological advancements and the widespread use of smartphones, the integration between digital resources and public policies to combat violence remains incipient. The widespread lack of awareness limits the potential of these tools as protective instruments, especially in situations requiring confidentiality and swift communication with authorities.

One of the main reporting apps is Proteja Brasil (UNICEF, 2017). Its primary goal is to facilitate access to information about the rights of children and adolescents, allowing users to identify nearby protection agencies and file reports. Mention of this digital tool shows that, for these participants, mobile technologies can serve as complementary resources in the protection and referral process for vulnerable cases, especially when combined with awareness and training strategies on existing legislation. This perception suggests the need for greater integration between technological solutions and pedagogical practices aimed at promoting citizenship and inclusive education for students with special needs.

In the context of this research, the mention of Proteja Brasil reinforces the importance of integrating mobile technologies with public protection policies, as digital solutions can expand the reach of prevention and reporting actions, enhancing the effectiveness of strategies to guarantee rights established in the Convention on the Rights of the Child and Brazilian legislation.

Regarding Disque 100, one of the main reporting mechanisms, more than 52% of participants indicated they were aware of it and understood its purpose (Graph 13). On the other hand, a significant number of participants still do not know about the service or its function (over 47%).



Source: Authors

The data reveal a significant gap in the dissemination and access to information about protection mechanisms. This lack of awareness can have direct consequences, such as underreporting of violence, neglect, or discrimination, hindering the work of defense agencies and the development of effective public policies. Moreover, in the context of this research, this finding highlights not only an informational

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deficit but also the need to assess whether initial and continuing teacher education includes content on human rights and reporting channels.

Practically speaking, this result reinforces the importance of including tools like Disque 100 in training and awareness initiatives so that educators can properly guide students, families, and the school community, strengthening the protection network.

The research revealed that situations of violence against children and adolescents are recurrent in school, family, and institutional environments, but are often not reported—either due to fear of retaliation or disbelief in the effectiveness of protective measures. It was also found that there is a significant lack of knowledge about formal reporting channels, such as Disque 100, and specialized apps, with low mention of tools like Proteja Brasil. These findings point to the urgent need to expand the dissemination of existing channels and develop more accessible, secure, and integrated digital mechanisms capable of directly connecting victims with security agencies, reducing barriers to communication and case referral.

CONCLUSION

This research addressed the issue of violence against children and adolescents in its multiple manifestations—domestic, school-based, and institutional—revealing its significant impact on academic and socio-emotional development. It is configured as one of the main risk factors for school retention and the full exercise of the right to education.

The results show that such episodes, from the perspective of various segments (teachers, parents, students, and social assistance professionals), not only compromise the safety and well-being of the victims but also perpetuate cycles of exclusion and fragility in social relationships within the school environment. In a broader view, the findings also highlight the causes of underreporting and the lack of knowledge, on the part of victims and some participants, regarding mechanisms for reporting cases of violence.

The issue of underreporting proved to be central throughout the analysis. The absence of official records—whether due to omission, fear of retaliation, or lack of awareness about reporting channels—hinders the accurate measurement of the phenomenon and compromises the effectiveness of public policies aimed at addressing it. This scenario reveals a dual challenge: on one hand, the need to expand dissemination and training regarding existing mechanisms for reporting and protection; on the other, the urgency of investing in more accessible technological strategies, such as mobile applications and online platforms, that enable secure, rapid, and effective reporting.

From these perspectives, several practical recommendations and possibilities for future work emerge, structured in light of the findings of this research. Thus, some priority actions are proposed to



confront the problem of violence against children and adolescents and mitigate its effects on the educational process:

- Creation of integrated digital platforms (applications and websites) that centralize information, allow anonymous reporting, and ensure data protection for victims;
- Continuous training of teachers and school administrators to identify signs of violence and activate protection mechanisms promptly and appropriately;
- Development of awareness campaigns targeting families, communities, and schools about the importance of reporting and the rights guaranteed to children and adolescents by national and international legislation;
- Interinstitutional integration among schools, guardianship councils, public prosecutors, and health services, in order to create effective pathways for support and referral;
- Incorporation of inclusive and protective pedagogical practices capable of strengthening bonds and reducing the vulnerability of children and adolescents to situations of violence.

In conclusion, mitigating the impacts of school, domestic, and institutional violence on children and adolescents requires a joint effort among the State, civil society, and the school community. Strengthening public protection policies, combined with the innovative use of social technologies, can consolidate a safer, more inclusive, and protective educational environment, ensuring the full academic and social development of future generations.

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