



**People's Democratic Republic of
Algeria Ministry of Higher Education and
Scientific Research Dr. Moulay Tahar
University, Saida Faculty of Letters,
Languages and Arts Department of English
Language and Literature**



Prevalence of school violence in USA

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Master in Literature and Civilization.**

Presented by:

Mrs. Souiah Houria

Supervised by:

Dr. R. Raouti

Board of Examiners

Dr. F. Bouguessimia
Dr. R. Raouti
Prof. M. Rahmani

President
Supervisor
Examiner

University of Saida
University of Saida
University of Saida

Academic Year: 2022/2023

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

Name: Souiah Houria

Signature

Dedication

I would like to take this opportunity to record my deepest sincerest gratitude to my dear parents for their love, prayers, caring, and sacrifices for educating and preparing me for my future, and also my sincere thanks to my big family for their encouragement and support.

Also, I express my thanks to my dear friends G. Amina, D. Latifa, O. Kheira, Z. Hadjira and H. Fatima Zohra for the keen interests shown to complete this thesis successfully, allowing me to get the necessary information and support I needed to make this dissertation possible.

Acknowledgements

First of all, I am very grateful to the Almighty Allah for helping me to complete this long journey of research and education.

I wish to express my sincere thanks to my supervisor, Dr. R. Raouti for providing me with all the necessary information, for her valuable guidance, and for spending much time reading and correcting my papers. I am very grateful for all that she has offered me.

Likewise, I am deeply indebted and thankful to the jury members: Prof. M. Rahmani and Dr. F. Bouguesmia and to all teachers in the Department of English for the knowledge, crucial efforts, and intellectual guidance I received throughout my academic journey. Special thanks go to again to Prof. M. Rahmani and Prof. D. Benadla

Finally, I would like to express my regards to those who provided me with help and support during the completion of this research work.

Abstract

School violence is a global issue that affects students from all corners of the world, leading to negative impacts on their mental health and overall well-being. The responsibility of preventing school violence falls on the shoulders of teachers, school staff, and administrators, who collectively form the backbone of the school system. This study focuses on the issue of school violence in the United States of America (USA) and aims to achieve three main objectives: identify the causes of school violence, examine the general and individual effects of school violence, and propose safety measures and programs to mitigate the spread and negative impact of school violence. Ultimately, this study aims to provide solutions and recommendations to reduce the incidence of youth violence and school violence.

Keywords: School Violence, Learners' Psychology, Safety Measures, USA.

Table of Contents

Declaration of Originality.....	II
Dedication.....	III
Acknowledgements	IV
Table of Contents.....	V
Abstract.....	VI
General introduction.....	1

Chapter one: Background of violence in schools

Introduction.....	3
1-Definition of school violence.....	4
2- History of school violence.....	4
2.1- Students' Violence in Colonial America: 1647-1779.....	5
2.2- Student Violence in the Emerging Nation: 1780- 1860.....	6
2.3- Student Violence during the Industrial Revolution: 1860-1920.....	7
2.4- Student Violence in the early Twentieth Century: 1920-1950.....	8
2.5- Student violence in the modern Era: 1950-2004	8
2.6- History of teachers' violence.....	10
2.7- The use of corporal punishment in colonial America: 1647-1779.....	11
2.8- Corporal punishment in the emerging Nation: 1780-1860.....	11
2.9- The Use of Corporal Punishment in the Industrial Revolution:1860-1920	13
2.10- Corporal Punishment during the Early Twentieth Century: 1920-1950.....	13
2.11- Corporal Punishment in the Modern Era: 1950-2004.....	14
3. Types of school violence	16
3.1- Bullying and cyber bullying.....	16
3.2- Physical and psychological punishment.....	16
3.3- Sexual and Gender-based violence.....	16
3.4- Gangsterism.....	17
3.5- Discrimination.....	17
3.6- Vandalism.....	17
3.7- Smoking and drugs dealing.....	18
3.8- Possession of Weapons.....	18

4. Statistics and facts of school violence	18
4.1- School- Associated Violent Deaths.....	18
4.2- Nonfatal Student Victimization-student Reports.....	19
4.3- Violence and Crime at school-school Reports	19
4.4- Perceptions of personal safety at school at school – student report.....	21
4.5- Illegal Drug Availability on School property-student report.....	21
Conclusion	22

Chapter two: Causes and effects of school violence

Introduction.....	23
1- Causes of violence in school	24
1.1- Individual causes or characteristics of the child.....	24
1.2- Causes related to family.....	25
1.3- Social causes.....	26
1.4- School-related causes.....	27
2- The effects of school violence in the United States of America (USA).....	28
2.1- Physical effects of school violence on children.....	28
2.2- Reactive attachment disorder and other social problems.....	29
2.3- Effects of violence on teachers and students.....	30
Conclusion.....	33

Chapter three: Safety measures to limit school violence

Introduction	34
1- The role of school officials	35
1.1- Safe physical environment.....	35
1.2- Safety policies.....	36
1.3- Emergency protocols.....	36
1.4- Counseling services.....	36
1.5- Parent involvement.....	36
1.6- Mental health resources.....	36
1.7- Student court.....	36
1.8- Government programs.....	37
2- Reporting.....	39

3- Learner rules.....	40
4- Support for teachers and other staff.....	41
5- Student court.....	41
6- Parents outreach.....	42
7- School physical environment.....	42
8- Counseling Services	43
9- Government instructional programs to prevent school violence.....	44
9.1- Conflict Resolution Programs.....	44
9.2- Anti-bullying programs.....	45
9.3- Programs to reduce isolation and alienation and to promote respect.....	47
9.4- Anti-gang programs.....	48
9.5- Suicide prevention program.....	48
9.6- Law enforcement.....	49
9.6.1- Police training.....	49
9.6.2- Police activities.....	50
10- Safe schools Recommendations.....	50
11- Recommendation for reducing youth violence.....	51
Conclusion.....	53
General conclusion.....	54
List of references.....	56

General introduction

GENERAL INTRODUCTION

Schools are crucial in educating individuals and providing them with the necessary knowledge to succeed in life. However, the safety of students within schools is of utmost importance, as it is a place where a diverse group of learners come together to learn. School violence is a concerning issue that poses a threat to the well-being of students. This violence can be attributed to various factors, such as childhood, society, and family, among others. The effects of school violence on students can be severe, ranging from social problems to mental disorders. Violence can also impact the learning process of students and teaching methods of teachers. To prevent and limit school violence, safety measures in the form of rules, security systems, and instructional programs need to be put in place. These measures can help reduce the occurrence of school violence and create a safer environment for students.

Addressing school violence is crucial for ensuring a positive and effective learning environment for students. This dissertation focuses on identifying effective measures to address school violence and implementing them to achieve the primary objective of promoting safety in schools. Ensuring the safety of students is essential for successful teaching and learning outcomes.

The current research study is aiming at investigating the following points:

- 1- Adressing what are the main reasons behind the phenomenon of school violence
- 2- Having an idea about the several effects of violence
- 3- Bringing to light the most essential safety programs and measures that can limit school violence.

There are three research questions in this research work which are as follows:

- 1- What are the main causes of school violence in the United States (US)?
- 2- What are the various effects of school violence?
- 3- What are the most important safety measures and solutions to prevent school violence?

To address the research questions, the researcher has formulated three hypotheses that are essential to explore.

- 1- The occurrence of school violence can be attributed to various factors, including childhood issues, family problems, societal influences, and school-related factors.

GENERAL INTRODUCTION

2- School violence is a grave issue that can lead to a range of harmful consequences, such as physical harm to children, social problems, and adverse effects on the teaching and learning process.

3- A range of safety measures, programs, and solutions can be implemented to prevent school violence. These include enforcing students' rules, establishing reporting systems to identify and address problems, engaging parents in outreach efforts, involving law enforcement, implementing conflict resolution programs, anti-bullying programs, and other recommendations aimed at limiting school violence.

This research work begins with an abstract that provides an overview of the dissertation's content. The dissertation is then introduced with a general introduction that outlines how the research was conducted and what it encompasses.

This thesis comprises three chapters, with the first chapter focusing on the background of school violence. It begins with an introduction, followed by a definition of school violence, and an exploration of its history from both students' and teachers' perspectives. The researcher also examines the most prevalent forms of school violence and provides several statistics and facts on the topic. The chapter concludes with a summary of all the information covered in the chapter.

The second chapter of this thesis delves into the primary causes and effects of school violence. School violence can arise from various sources, such as childhood behavioral problems, family conflicts, social issues, and school-related factors. The third chapter explores the effects of school violence, including psychological impacts on children, social disorder and consequences, as well as the effects on both teachers and students.

The final chapter of this thesis focuses on the necessary measures and programs required to curb school violence by promoting safety and security in schools, with collaboration from both school and government officials. Additionally, the researcher offers essential recommendations to mitigate both youth violence and school violence

Chapter one

Background of violence in schools

Introduction

Violence is a detrimental phenomenon that can have severe impacts on society. It encompasses various harmful behaviors, including but not limited to, physical assault, aggression, bullying, and even homicide. The current research topic focuses on school violence, encompassing both student and teacher violence in educational settings. This chapter comprises several crucial elements, such as defining the term school violence and exploring its history from the perspectives of both students and teachers. To comprehend the subject fully, it is essential to discuss the different types of violence, along with highlighting facts and statistics about school violence that numerous students still face.

Chapter one: Background of violence in schools

1-Definition of school violence

According to Elliot et al (1998), violence is defined as a threat or the use of physical force to harm, injure, or destroy another person physically. The current study primarily focuses on interpersonal violence experienced by students. As for Elliot et al (1998), violence can also be described as physical acts such as hitting, beating, pushing, and throwing objects with the intention of causing harm or intimidating another person.

In 1998, Elliot and his colleagues provided a similar definition and emphasized that the key aspect of the concept of school violence is intentionality. This separates injuries that are deliberately caused to harm someone from those that are unintended and result from accidents such as car crashes, falls, poisonings, drowning, fires, and burns.

According to the "Understanding School Violence Fact Sheet" (2008), violence is a form of youth violence and is a significant public health concern. It includes harmful behaviors that can start during childhood and continue into adolescence, such as bullying, physical assaults, and sexual assault.

Schier (2008) thinks that school violence encompasses any deliberate verbal, visual, or physical acts that violate the privacy or rights of others and are also hurtful or humiliating. This includes behaviors such as bullying, physical and verbal abuse, physical attacks, verbal threats, and vandalism. Using a weapon, carrying a knife, or engaging in a physical fight are all clear examples of violence and are prohibited behaviors. However, most students may not encounter physical violence or violence with weapons at school. Hurtful language is used in American schools to isolate students. Menaces on the playgrounds or offensive language spray-painted on a locker can make some students' school experiences unbearable. Although these situations do not involve actual physical harm or force, they are all considered part of school violence by experts.

1.2.History of school violence

According to Volokh and Snell (1998), American children typically spend around 35 hours per week attending school. Unfortunately, schools have been depicted as dangerous places in the mainstream media and popular films such as *Blackboard Jungle* and *Lean on Me*. Sadly, news stories about young people who engage in victimizing behavior, criminal activity, or aggressive conduct are all too frequent. Several locations across the United States,

Chapter one: Background of violence in schools

such as Pearl, Mississippi, West Palm Beach, Kentucky, and Colorado, have experienced school shootings.

Here are a few specific examples:

1- In 1996, a junior high school student used a high-powered gun to shoot and kill his maths teacher and two other classmates in Moses Lake, Washington (Staff, 1996).

2- In 1998, an adult in Lynnville, Tennessee, fired a rifle in a school hallway, killing a teacher and a student (Staff, 1996).

3- In 1998, a student in Springfield, Oregon, brought a 32-caliber handgun to school and was expelled. The next day, he killed his parents at home before opening fire on fellow students and staff in the school cafeteria (National School Safety Center, 1999).

1.2.1 Students' Violence in Colonial America: 1647-1779

In the 17th and 18th centuries, education in colonial America was strongly influenced by religion. However, colonists also used schools to promote values and principles to their students. Teachers were expected to distribute handbooks that outlined the following objectives:

1. Never leave children alone as they are incapable of taking care of themselves.
2. Discipline children; do not spoil them.
3. Teach them humbly.
4. Encourage children to work and be diligent in a legal trade.
5. Most importantly, instruct them in respect for and deference to authority, as well as how to deal with illness and death (Empey, 1979).

Despite the strong emphasis on discipline and morality in colonial schools, classroom violence was still present. This violence may have been partially influenced by the dangerous environment in the greater community. Regardless of its origins, it was prevalent in schools and was often fueled by rebellion, protest, and anger. However, teachers were typically strong and tough enough to handle older adolescent boys. Approximately 300 student mutinies occurred each year, with these older boys frequently engaging in physical altercations with or

Chapter one: Background of violence in schools

being expelled by their masters. When involved in these mutinies, the teachers often reported the attacks to the colonial tribunal, with one instance even involving a student threatening to break the teacher's neck. The teacher reported this to ensure that the student received public punishment (Bybee, 1982).

It is not uncommon to hear about instances in the colonies where students closed down towns and drove instructors out of classrooms. One such incident happened in 1669, when a student in Massachusetts threw his teacher out of a window (Volokh& Snell, 1998). Given such circumstances, it is no surprise that recruiting teachers to staff schools was often a difficult task.

1.2.2Student Violence in the Emerging Nation: 1780- 1860

After the creation of a modern nation, the educational system underwent a transformation in its aims and core objectives. The sense of independence gained after the revolutionary war infiltrated the educational system, and schools rapidly evolved into agents of republicanism. The formal goals of education during this time included promoting virtues such as discipline, sacrifice, simplicity, and intelligence, as well as embracing ideas of freedom and government (Kaestle, 1983). An observer noted that American children had little inclination to submit to the unquestionable will of their teachers, just as their parents did not (Maim, 1934).

In the early years following the revolution, American schools remained disorganized and noisy. According to Mann (1934), more than 400 Massachusetts schoolhouses were destroyed due to various behavioral issues. The issue of violence also extended to universities in the United States. At Princeton University, learners burned down the library in 1802, completely destroying it, and campus riots occurred in 1823, which finally subsided after half of the graduating seniors were expelled. Between 1800 and 1830, Princeton experienced six campus uprisings in total (Baker & Ruble, 1980).

In the early nineteenth century, the University of Virginia also experienced a violent campus riot that resulted in the assassination of one of the teachers. The riot only ended after police intervention (Rosenthal, 1971).

Chapter one: Background of violence in schools

As the developing American nation sought to establish its place and identity within the world community in the late eighteenth and nineteenth centuries, dissent and revolt became apparent in both the larger society and, on a smaller scale, in American schools.

1.2.3 Student Violence during the Industrial Revolution: 1860-1920

The importance of education for children was recognized during the Civil War. By 1900, 31 states had enacted laws making school attendance compulsory. The purpose of the educational system was to promote "Americanism." In the late 1800s, children participated in school governments, sang national anthems, and recited the pledge of allegiance (Crew & Counts, 1997). Dewey (1897) argued that the primary objective of education should be to socialize children so that they can make meaningful contributions to the evolving nature of society.

School violence continued to be a hazard even though the educational system throughout this time aimed to produce productive members of society. In the late 1800s, many people referred to American schools as "wild and unruly" due to a lack of order, subpart instruction, and disruptive and violent student behavior (Crews & Counts, 1997). Etta Barstow, a Massachusetts schoolteacher, was murdered by four of her students in 1870. The student's refusal to come back after being summoned from lunch resulted in the teacher locking them out of the school, for which the stoning was the punishment. That was therefore an instance of violence brought on by rage. Etta Barstow's health was compromised by the sever stoning, which contributed to her untimely death (Carr, 1870). Violence persisted throughout the 20th century but took on different forms as the times did. Around this time, Princeton University once again served as the scene of a bloody student demonstration. In 1914, learners protested the university's teaching methods by setting fire to campus facilities (Baker & Rubel, 1980).

In 1917, to accommodate the growing number and diversity of students in New York City schools, the "Gary, Indiana, platoon system" was implemented. This system aimed to optimize school facilities by consolidating certain classes and reconfiguring classroom layouts (Crews & Counts, 1997). However, some students, particularly immigrants struggling with language barriers and cultural differences, found the Gary plan too drastic and uncomfortable. They feared it would exacerbate their learning difficulties and lower the quality of education.

Chapter one: Background of violence in schools

In the politically charged atmosphere of 1917, students protested the Gary Plan by picketing and throwing stones through the windows of Manhattan's P.S. 171 on Madison Avenue. They burned the schoolbooks of non-participating students and physically assaulted them. The protest grew to include up to 10,000 students from public schools in Brooklyn and the Bronx before being quelled by police arrests of fourteen ringleaders (Baker et al., 1980).

These recorded instances of student violence highlight the challenges faced by American classrooms during the Industrial Revolution. Students actively shaped the techniques and quality of their education by protesting against behaviors they perceived as detrimental to the learning process. Their actions expressed the importance of education and the value of student voices in shaping it.

1.2.4 Student Violence in the early Twentieth Century: 1920-1950

The 1920s marked a significant shift in American society as values began to change. As stated by Palmquist (1929), this period, known as the Roaring Twenties, was characterized by abundance and enjoyment. The goals of education during this century were to provide moral education, character education, education for citizenship, and education for the appropriate and perfect use of free time, out of the fear of the evil that may be committed by wealthy, idle youth. However, the Great Depression and the stock market crash immediately followed this period of affluence, and during this time, absenteeism and compulsive lying were the two main forms of learner delinquency (Crews & Counts, 1997).

Interestingly, there were not many severe school disturbances or acts of violence during the depression years, as noted by Baker & Rubel (1980). This may be attributed to the fact that many kids had to drop out and find employment instead of attending school. Shepherd & Ragan (1992) also claimed that students during World War II were more respectful of authority due to the peril their country was in.

1.2.5 Student violence in the modern Era: 1950-2004

After World War II, the country established educational objectives that aimed to promote racial and gender equality, as well as meet the scientific and technological demands of the Cold War (Shepherd & Ragan, 1992). Crow & Crow (1950) also identified four additional goals for the educational system, including self-realization, interpersonal relationships, economic efficiency, and civic duty. However, despite these new objectives,

Chapter one: Background of violence in schools

school violence persisted. Although the immediate post-war period was politically stable, urban conflict and the anomie of suburban life contributed to a national atmosphere of instability, which led to a rise in student demonstrations, disobedience, and crime both in and outside of schools. Students became heavily involved in social campaigns, particularly those against racial inequality and school segregation, in the 1950s, occasionally resulting in tumultuous demonstrations and outbreaks of violence within schools. The most well-known incident occurred in 1957 in Little Rock, Arkansas, when nine black students attempted to enroll in previously all-white schools, prompting a violent protest by a group of students and their parents. According to Crew & Counts (1997), school violence and vandalism increased during the 1950s.

Due to the rising issue of violence in schools, the term “school violence” was coined in the 1960s. During this time, attacks on teachers increased from 253 to 1,508 (Beavan, 1967). According to a congressional hearing on school violence, 757 large school systems reported over 200 learner deaths related to school violence in a single year. The increase in violence during this decade may be attributed to the enrollment of more learners in school due to the “Baby Boom Generation” (Crews & Counts, 1997).

During the 1960s, conflicts involving racism and civil rights were prevalent in schools. Black learners felt that their culture and history were not appropriately addressed in the educational program, and their complaints were often ignored by school administration. As a result, learners often expressed their anger through rioting and demonstrations (Baker & Rubel, 1980). Learners also protested political issues such as the Vietnam War in the late 1960s. Radical political learner groups also emerged during this time, and their demonstrations on school grounds often led to violent conflicts (Crews & Counts, 1997).

One of the earliest documented instances of random school violence occurred in the summer of 1966. Charles Whitman, a University of Texas learner, fired shots at staff members and learners from the twenty-eighth level of the university library tower. During his 96-minute shooting spree, Whitman shot 31 individuals, resulting in 13 fatalities and 31 injuries (Altman & Ziporyn, 1967).

According to Gallup's 1978 survey, violence in schools was listed for the first time as one of the top 10 issues in public perception towards schools during the 1970s. Assaults between students increased by 85.3%, assaults against teachers increased by 77.4%, weapons

Chapter one: Background of violence in schools

seizures by school officials rose by 54.4%, and rapes and attempted rapes increased by 40.1% between 1970 and 1973, contributing to the growing fear of violence in schools (Crews & Counts, 1997). In the 1980s, crack cocaine and significant federal funding reductions had a significant negative impact on the standard of instruction in public schools. Learners adopted a "get tough" mentality that was reflected in their behavior, with 9% of respondents in a 1989 study admitting to being the victim of crimes in or near their schools, and 2% having committed one or more violent crimes (Crews & Counts, 1997).

In the 1990s, the aim of education was still to socialize pupils to become contributing citizens, but school violence remained prevalent. Approximately 20% of kids admitted to bringing a weapon to school in the 1990s, and 270,000 firearms were reportedly carried into classrooms every single day (Crew & Counts, 1997). During the period from July 1, 1997, to June 30, 1998, there were 60 violent deaths in school-related incidents in the United States, including 48 homicides and 12 suicides, with 253,000 nonfatal learner-to-learner violence reports made during that time. Additionally, 668,000 violent crimes against teachers occurred in schools between 1994 and 1998, which equates to 83 offenses for every 1,000 teachers each year (Kaufman et al., 2000).

During the 1990s, several instances of school violence occurred, including a shooting at Thomas Jefferson High School in Brooklyn, New York, where a 15-year-old learner shot and killed two friends after a fight, and the Littleton, Colorado, massacre of 1999, where two adolescents detonated bombs inside their school before opening fire, killing 12 students and one teacher, wounding twenty others, and ultimately taking their own lives (Volokh& Snell, 1998; Best, 2002).

1.2.6 History of teachers' violence

In ancient times, students were expected to exhibit unwavering diligence and attentiveness in the classroom. Consequently, it was not uncommon for educators to physically discipline pupils who were caught daydreaming or being lazy. In ancient Egypt, instructors held complete authority over their students and could employ a rod to punish those who were inattentive or drowsy. Similarly, in pre-Colombian America, the Incas punished disobedient learners with beatings, even though only the sons of wealthy men and nobles attended school. However, there was a limit to the punishment, and the maximum number of

Chapter one: Background of violence in schools

beatings that could be administered in a day was ten stickers to the soles of the feet (Bauer, 2002).

1.2.7The use of corporal punishment in colonial America: 1647-1779

During the early colonial era in America, teachers were primarily concerned with maintaining order in the classroom and enforcing obedience. Religion and Puritan values were prioritized over academic studies, and teachers were chosen more for their educational background or enthusiasm than for their teaching ability. Corporal punishment was a common practice in schools, with physical discipline seen as an appropriate means of improving the youth population. Puritan settlers believed that educating their children in religious values and community standards would protect them from harmful influences.

Various forms of physical punishment were used, including spanking, slapping on the knuckles with a ruler, pulling ears, and cleaning the chalkboard or schoolyard litter. More severe punishments, such as the pillory, whipping post, or branding irons, were reserved for exceptionally disobedient students. Even university students were not exempt from physical punishment, with severe beatings administered for offenses like breaking into a house or lacking piety.

Teachers were often chosen for their toughness, as students were prone to rebelling and expelling instructors from the village. Some teachers resorted to harsh punishments out of a sense of necessity, even if they did not want to use them. The prevalent belief that human nature is fundamentally bad justified the use of force to control students.

Overall, the early American education system prioritized obedience and religion over academic achievement, and corporal punishment was viewed as an acceptable means of enforcing discipline.

1.2.8Corporal punishment in the emerging Nation: 1780-1860

Individual freedom was granted to American citizens after the Revolutionary war. There was a concern that having so much freedom would result in anarchy and noise (Crews & Counts, 1997). Education was viewed as a means of filling the gap between upholding social orders and preserving individual and national liberty. On daily principles, instructors frequently had to deal with unmotivated, harmful, and bored students. Threats, intimidation,

Chapter one: Background of violence in schools

and physical abuse are frequently used by instructors to keep the calmness in the classroom. (Baker & Rubel, 1980). A schoolhouse was constructed in Sunderland, Massachusetts, in 1793. This school is notable because it was the first to have a whipping post built into the building's floor (Hymcin & wise, 1979).

Paddling implements and whips were widely displayed in the classroom at the same time to serve as a reminder that punishment would be meted out for disobedience. When learners were not on target, the instructor would frequently just point to the technology to bring the class back into order (Hyman & Wise, 1997). For more than 50 years Hauberle directed American schools. He took a great delight in the quantity of beatings and other harsh treatments he gave. On a summary of his career's greatest achievements, he noted that he had delivered 911,527 cane blows, 124,010 rod blows, 20,989 ruler blows, 136,715 hand blows, 1,111,800 head raps, and 613 orders to kneel on a triangular piece of wood. Also, throughout this time period, instructors would imprison disruptive learners. It was normal practice to confine a learner for an extended amount of time to a windowless closet known as a "dungeon" (Baker & Rubel, 1980).

Burton (1833) wrote about his classroom experiences and the severe discipline the kids received:

"She maintained order because her punishments, especially those aimed at us kids, were so terrible. For only a whisper, she imprisoned us in that windowless closet. For an hour, she chained us to her chair post. A twist of the ear or a snap on the head from her thimble-clad finger served as a gentle reminder that sitting still remained the most valuable quality in a young boy at school. Some learners endured hand whippings to the back, and others were made to hold out at arms' length the largest book they could find in order to torture their muscles, nerves, bones, and marrow.

Horace Marm was chosen to serve as the Massachusetts Board of Education's first secretary in 1837. (Crew & Counts, 1997). He apparently spent five days in a small school with 250 learners. He saw 328 floggings in this brief span of time (Mann, 1934). State v. Pendergrass, which took place in 1837, was the first state court case to discuss the authority granted to instructors and their methods of learner discipline. In this instance, a six-year-old girl was trashed with a switch until she had red marks all over her body. It was determined

Chapter one: Background of violence in schools

that the instructor had not exceeded their authority because the youngster did not sustain any long-term damages (Bybee, 1982).

1.2.9 The Use of Corporal Punishment in the Industrial Revolution: 1860-1920

Kids were beginning to be regarded in different way than teenagers throughout the Industrial Revolution. Laws against kids' labor were passed in order to shield kids from dangerous work conditions and lengthy hours (Crews & Counts, 1997). Illinois established a court that dealt only with juvenile cases in 1899. The public's acceptance that kids are actually various from adults and supposed to be held to various standards led to the establishment of this court (Simonsen, 1991).

States started requiring kids to attend school because there was a growing demand for a sophisticated and intelligent community (Baker & Rubel, 1980). Instructors and school administrators were given education and classroom management training to help them deal with the increase in learner enrollment and curriculum demands. If utilized as a last opinion, corporal punishment was still regarded as a suitable form of discipline it could be given out for violent crimes or unacceptable conduct, but not for subpar academic achievement. Regardless of the violation, some educators began to view physical punishment as cruel and unusual punishment as their understanding of kids' needs and educational procedures advanced (Paker&Rubel, 1980).

The use of corporal punishment in the classroom was outlawed in New Jersey in 1867, making it the first state to do so. It is also of great interest to note that in the Newark, New Jersey, school program of 10,000 kids, there were 9, 408 reported whippings prior to the ban's full implementation (Hyman & Wise, 1979).

1.2.10 Corporal Punishment during the Early Twentieth Century: 1920-1950

After World War I, becoming a teacher became a profession requiring a higher degree (Crews & Counts, 1997). It was not considered to be a short-term job for untrained individuals anymore. Several kids were compelled to drop out of school during the great depression in order to support their families (Baker & Rubel, 1980). As a result, while adolescent delinquency-such as stealing and vandalism-rose outside of schools, school-based violence declined (Crews & Counts, 1997). The necessity for instructors to use physical punishment diminished as learner misbehavior in schools declined (Baker & Rubel, 1980).

Chapter one: Background of violence in schools

Simonsen (1991) stated that paddling remained popular, at least in certain jurisdictions, despite policymakers' growing recognition that corporal punishment in schools was hard, cruel, and unnecessary.

1.2.11Corporal Punishment in the Modern Era: 1950-2004

In 1969, a National Education Association survey found that 55% of secondary school teachers and 65% of primary school teachers supported the "judicious use" of physical punishment in the classroom. According to collected data, over 40,000 cases of corporal punishment were reported in California schools between 1973 and 1974 (Hyman & Wise, 1979). In 1976, three Missouri students caught smoking on school property were given a choice between paddling and consuming the remaining 18 cigarettes as punishment. To avoid the beating, the boys opted to eat the cigarettes, resulting in kidney infections that kept them hospitalized for three days (Hyman & Wise, 1979).

In 1977, Florida school officials beat a 14-year-old student on the neck, head, arm, leg, and back with a belt and paddle when he left the auditorium slowly. The beating left him with cuts that required sutures, bruises, and scars. His parents filed a lawsuit alleging that the beating violated their son's rights under the Eighth Amendment to be free from cruel and unusual punishment. However, the higher American court found that the punishment did not violate the right to due process because prior notice would make it more difficult for schools to impose the punishment, according to Graham et al. (1993).

In 1987, a second-grade student was restrained from misbehaving by being tied to a chair at the waist and legs for nearly two days. She was not allowed to eat, drink, or use the restroom, and her instructor called it an "instructional strategy" (Jefferson et al., 1993). In 1989, an instructor broke an eight-year-old's arm while paddling him, claiming that the child's arm broke as he squirmed to avoid the blows. However, the child's parents believe that the instructor fractured their son's arm by dragging him up from the floor by it (Crevis et al., 1989).

Today, 23 states still permit physical punishment as a form of retribution for disrespectful behavior in the classroom (Arcus, 2002). The use of corporal punishment remains a controversial issue. Proponents argue that it is an effective way to teach children values and appropriate behavior while also communicating societal norms and expectations

Chapter one: Background of violence in schools

(Hyman & Rathbone, 1993). Critics, on the other hand, contend that physical punishment in schools amounts to unnecessary and unwarranted violence (Crew & Counts, 1997).

1.3 Types of school violence

During the early colonial era in America, the primary concern of teachers was to maintain order in the classroom and enforce obedience. Academic studies were secondary to religious and Puritan values, and teachers were chosen more for their educational background or enthusiasm rather than their teaching ability. Physical discipline was considered a suitable means of improving the youth population, and corporal punishment was a common practice in schools. Puritan settlers believed that educating their children in religious values and community standards would protect them from harmful influences.

Various forms of physical punishment were used, including spanking, slapping on the knuckles with a ruler, pulling ears, and cleaning the chalkboard or schoolyard litter. More severe punishments, such as the pillory, whipping post, or branding irons, were reserved for exceptionally disobedient students. Even university students were not exempt from physical punishment, with severe beatings administered for offenses like breaking into a house or lacking piety.

Teachers were often chosen for their toughness, as students were prone to rebelling and expelling instructors from the village. Some teachers resorted to harsh punishments out of a sense of necessity, even if they did not want to use them. The prevalent belief that human nature is fundamentally bad justified the use of force to control students.

Overall, during the early American education system, obedience and religion were prioritized over academic achievement, and corporal punishment was viewed as an acceptable means of enforcing discipline.

1.3.1 Bullying and cyber bullying

Bullying is detrimental to learners on both sides of the debate. Bullies often act out due to personal stress, while the harassed learner may suffer from long-lasting consequences. Bullied students may experience social anxiety, academic difficulties, and engage in dangerous activities like drug and alcohol use. Bullying is a serious issue in educational settings, characterized by deliberate aggression directed at a peer who is unable to protect

Chapter one: Background of violence in schools

themselves. The behavior can last for weeks, months, or even years and can take various forms, including relational exclusion, physical violence, verbal insults, and spreading rumors.

In recent years, cyberbullying has become more prevalent due to the widespread use of smartphones and internet access by young people. Cyberbullying is defined as the use of electronic modes of interaction such as phone calls, texts, emails, chat rooms, instant messaging, and social media to harass others. The anonymity afforded by these platforms can heighten victim distress, and cyberbullying can take various forms, including making unpleasant comments, publishing dangerous images or videos, and threatening to hurt a learner. Such behavior can occur through school applications and social media.

1.3.2 Physical and psychological punishment

According to the CRC (Committee on the Rights of the Child), physical or corporal punishment is defined as "any punishment that involves physical force and is intended to cause some level of distress." In an educational context, this includes hitting, slapping, and beating learners with the hand. It can also involve other forms of physical punishment, such as kicking, shaking, throwing, scratching, biting, pulling hair, boxing ears, or forcing learners to maintain uncomfortable positions. However, there are several non-physical forms of discipline that can be harsh and degrading, such as disciplining learners through mockery, belittling, humiliation, fear, or threats (UNESCO, 2009).

1.3.3 Sexual and Gender-based violence

Gender-based violence is a type of violence that can take various forms, including psychological, physical, or sexual violence. It is used to enforce or maintain power imbalances between genders, perpetuating gender inequities, prejudices, and socially enforced roles. Physical violence can include corporal punishment of girls who do not conform to gender stereotypes. Sexual violence can take the form of rape, harassment, or exploitation by other learners, instructors, or school staff. Psychological violence can occur when rape victims are blamed, or learners are punished or shamed. (UNESCO, 2009).

1.3.4 Gangsterism

Mathew et al. (1992) define youth gangs as groups of three or more young people who come together for social, cultural, or other reasons and deliberately plan and engage in antisocial, delinquent, or illegal activities. Schools can be attractive locations for gang activities because many young people are already connected through friendship and shared experiences, resulting in a ready supply of potential drug buyers and targets for intimidation. Gangs have a detrimental impact on education, as their presence creates an atmosphere of fear and unease that makes it difficult for other students to concentrate and study effectively (UNESCO 2009).

1.3.5 Discrimination

Every learner has the right to a high-quality, egalitarian education that is free from discrimination. However, sometimes individuals or institutions may act in ways that violate this right. Discrimination takes place when someone is treated unfairly or less favorably than others because of certain real or imagined characteristics (Sullivan, 2006). Discrimination can occur intentionally or unintentionally in any neighborhood or school. It can be overt, direct, or covert. In schools, prejudice can create an unwelcoming and uncomfortable environment for learners, which can make it difficult for them to learn. This is not acceptable and has the potential to harm everyone involved.

1.3.6 Vandalism

Vandalism is the act of damaging or destroying someone else's property. As Pedro (2012) defines it, vandalism is done for the sole purpose of having fun, which often leads to destructive acts such as smashing desks or doors, and spray-painting graffiti on school walls. Previous research has identified various causes of vandalism among students. The first cause is emotional, where the vandal commits the act due to feelings of frustration, anger, stress, or depression. The second cause is vandalism by association, where the vandal sees something that has already been damaged and feels compelled to cause further harm.

1.3.7 Smoking and drugs dealing

These are significant issues that impact the school community as a whole. Several studies in this area have emphasized the common occurrence of young people starting to use tobacco and other drugs during their middle school years. Additionally, many students view their college years as a period of experimentation during which occasional use of tobacco and drugs can quickly develop into a lifelong habit. Moreover, numerous surveys have shown that drug and alcohol use often contribute to student violence incidents, such as vandalism, sexual assaults, and rape.

1.3.8 Possession of Weapons

The use of weapons in fights and conflicts leads to an increase in violence in society. Recent research has shown that students who bring weapons to school do so more for self-defense and self-preservation rather than with the intention to commit crimes. However, the presence of weapons in schools increases the likelihood that individuals involved in a fight will lose control, and the situation may escalate into extreme violence, according to a UNESCO study.

1.4. Statistics and facts of school violence

The Crime and Safety Survey Program collects and shares data on safety, violence, and crime in primary and secondary schools in the United States. The statistics mentioned below are sourced from the Education System of Indicators for the issue area of school crime and safety. These indicators focus on concerns such as school shootings, victimization of students and teachers, fights, weapons, and illegal substances, as well as safety, discipline, and security protocols.

1.4.1 School- Associated Violent Deaths

Between July 1, 2018, and June 30, 2019, there were a total of 39 violent deaths related to schools in the United States, which included students, faculty, and other nonstudent school-related victims. Among these deaths, 10 were committed by school-age youth (ages 5-18), and three were suicides. There were 29 homicides and 10 suicides in total. The number of school-related violent deaths of all persons has fluctuated between 32 and 63 since data collection began in 1992-1993.

1.4.2 Nonfatal Student Victimization-student Reports

Between 2009 and 2020, there was a decrease in the victimization rate among learners aged 12 to 18 both inside and outside of school. Specifically, the victimization rate at school decreased from 51 per 1,000 learners in 2009 to 30 per 1,000 learners in 2019. The victimization rate at school decreased even further in 2020 to 11 victimizations per 1,000 learners, which is a decrease of more than 60%. Likewise, the victimization rate away from school decreased from 33 per 1,000 learners in 2009 to 20 per 1,000 learners in 2019. However, the total victimization rate away from school in 2020 (15 per 1,000 learners) did not show any statistically significant change from the rate in 2019.

1.4.3 Violence and Crime at school-school Reports

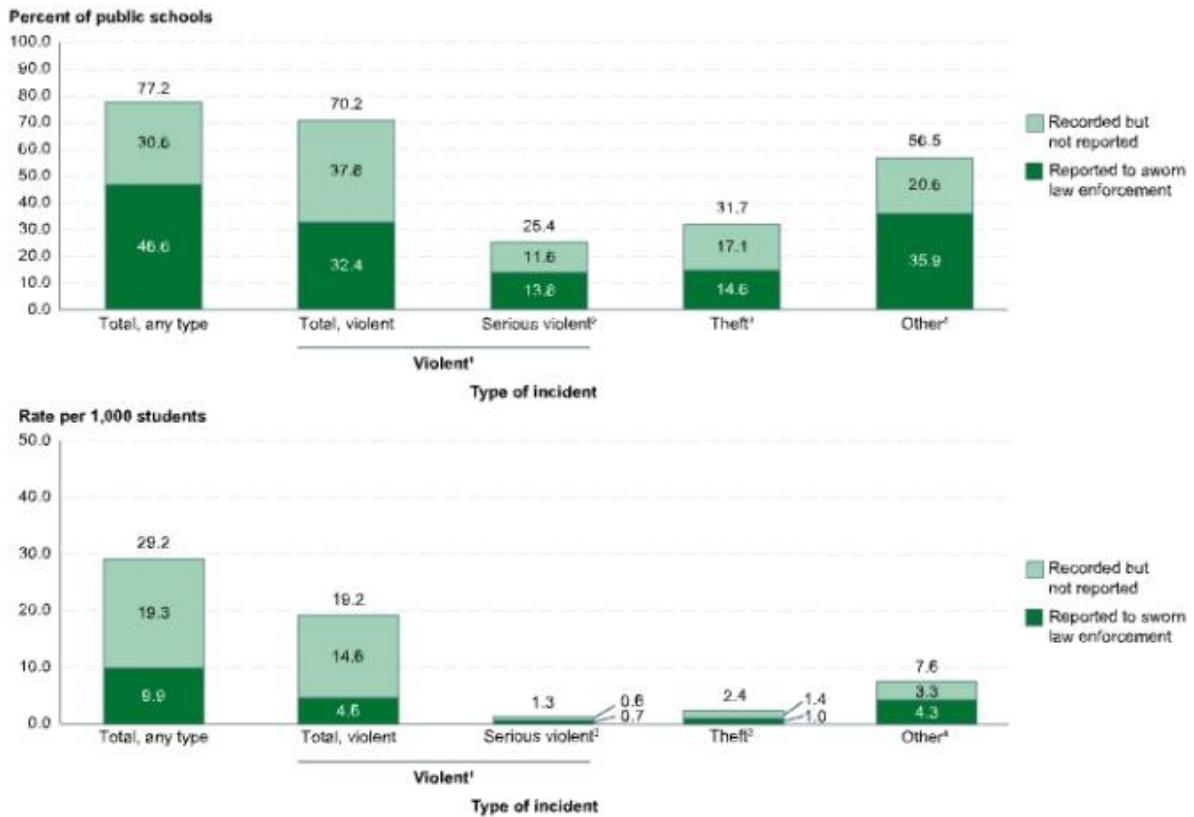
During the 2019-20 school years, about 77% of public schools in the United States experienced at least one incident of crime, resulting in a total of 1.4 million incidents, or about 29 incidents per 1,000 enrolled learners. However, not all of these crimes were reported to the police. Nearly 47% of schools reported at least one crime to the police, which resulted in a total of 482,400 instances per 1,000 enrolled learners.

Based on the data from the 2019-2020 school years, the percentage of public schools that documented one or more incidents of crime was higher than the percentage of schools that reported these incidents to sworn law enforcement, regardless of the type of crime that occurred. This was true for significant incidents (7; 25 vs. 4%), theft (8; 32 vs. 15%), and other incidents (9; 57 vs. 36%).

According to statistics, there were 19 violent events per 1,000 learners in public schools, and only five of those incidents were reported to sworn law enforcement. In contrast, there were two thefts per 1,000 learners who reported it, while eight thefts per 1,000 learners were recorded. Similarly, there were eight other incidences per 1,000 learners recorded, compared to the four reported events per 1,000 learners.

Overall, the percentage of public schools reporting one or more occurrences of crime at school, as well as the rate of incidence per 1,000 learners, depended on the nature of the incident and whether the incident was reported to sworn law enforcement. This information was gathered from the 2019-2020 school years.

Chapter one: Background of violence in schools



1. The term "violent occurrences" refers to severe violent incidents, as well as physical assaults, fights, or threats of physical assaults without a weapon. This definition is described in footnote 2.
2. "Serious violent" incidents include rape or attempted rape, sexual assault (excluding rape), physical attacks or fights with a weapon, threats of physical attacks with a firearm, and robbery with or without a firearm.
3. Theft or larceny is defined as the act of taking items worth more than \$10 without confronting a person directly.
4. "Other incidents" encompass a range of behaviors, including possessing a weapon or explosive device, carrying a knife or other sharp object, using or distributing alcohol or illegal drugs, misusing prescription medications, and committing acts of vandalism.

1.4.4 Perceptions of personal safety at school at school – student report

During the 2019 school year, approximately 5% of learners reported being fearful of an attack or any other harm at school. This percentage is higher than the percentage of learners, which was 3%, who reported being scared of any attack or other injury away from school during the same period.

1.4.5 Illegal Drug Availability on School property-student report

In 2019, approximately 22% of students in grades 9 through 12 reported using marijuana at least once in the previous 30 days, with usage rates ranging from 10% in Utah to 29% in the District of Columbia. Of these students, about 8% reported using marijuana once or twice in the previous 30 days, 10% reported using it three to 39 times in the previous 30 days, and 4% reported using it 40 or more times.

Additionally, in 2019, it was reported that over 22% of students in grades 9 through 12 had access to illegal drugs on school grounds, with rates ranging from 13% in Colorado to 31% in California. Notably, this percentage remained relatively stable between 2009 and 2019.

Conclusion

School violence is a pervasive issue that continues to take new forms. In the past, it mainly involved students harming each other or teachers punishing students. However, today, various types of school violence are emerging through different means, including social media and cyberbullying. The facts and statistics surrounding school violence are continually evolving and vary depending on the country and safety programs adopted. This research focuses on school violence in the United States, providing relevant information about the issue. This chapter defines school violence and outlines its long history concerning both teachers and students. It then discusses different types of school violence and presents significant facts and statistics that shed light on the school violence problem in the United States.

Chapter two

Causes and effects of school violence

Chapter two: Causes and effects of school violence

Introduction

School violence is a multifaceted issue that can stem from various causes, including personal factors, family-related factors, social factors, and school-related factors. These factors contribute to the existence of violence and pose a threat to safety. While social factors may play a role in violence, personal problems are the main contributing factor. Family also has a significant impact on violence, either by providing support or contributing to decreased self-confidence and threats to safety. Society as a whole can also contribute to the prevalence of violence and school violence, as toxic environments can lead to feelings of exclusion and aggression. Finally, schools can also play a role in facilitating violence, whether through teachers or peers. This chapter will explore the causes and effects of school violence in detail.

Chapter two: Causes and effects of school violence

2.1. Causes of violence in school

According to Mayer and Leon (1999), various approaches to addressing school safety and violence have been discussed within the context of the relationship between the school environment and the community. The school setting is considered a crucial factor in facilitating violence and other disruptive behaviors (as cited in Kurt & Kandemir, 2006).

Given the broad nature of school violence, it is important to investigate the underlying causes rather than grouping risk factors under a single category. The following list outlines the main causes of school violence.

2.1.1 Individual causes or characteristics of the child

According to Buka and Earls (1993), violent conduct may be associated with the following variables:

1. Antisocial behavior
2. Low linguistic and general intelligence
3. Attention deficit/hyperactivity disorder
4. Learning impairment
5. Poor motor ability progress
6. Issues during and following childbirth
7. A few slight anomalies (Kzmz, 2006).

Antisocial individuals are characterized by their selfishness, irresponsibility, and inability to empathize. They tend to disobey social norms and rules and disregard the rights of others, making them more likely to engage in criminal behavior due to their desire for immediate gratification (Ankay, 1998). Studies have shown that anti-social behavior in early childhood is often a precursor to violent behavior in adulthood.

The Parliamentary Research Commission on Violence in Children and Youth found that one in three to ten secondary school students require some form of spiritual support, which may indicate difficulties in communication with oneself and others. Verbal and mental health

Chapter two: Causes and effects of school violence

problems are known to contribute significantly to violent behavior, with non-communicative anti-social individuals more likely to engage in violent behavior (Haber, 2007).

Low intelligence is another personal factor that may contribute to violent behavior, as students with low intelligence may struggle in school and become more likely to resort to violence or aggressive behavior (Hirschi&Hindelang, 1977). Birth problems have also been linked to violent behavior, with Moffitt (1990) suggesting that certain types of brain damage resulting from birth problems can lead to neuropsychological flaws that subtly increase a person's propensity for violence. Neuropsychological issues that result in academic failure may also contribute to a person's propensity for violence.

Furthermore, hyperactivity, impulsiveness, and having a difficult temperament have also been linked to violent behavior (Kzmaz, 2006). In summary, a variety of personal, behavioral, and developmental factors can contribute to violent behavior, and identifying and addressing these factors is crucial for preventing and reducing school violence.

2.1.2 Causes related to family

Assessing the violent tendencies of learners requires considering their family structure. When children face pressure from parents, such as material problems, divorce, unemployment, economic difficulties, illness, or relocation to a new city, they may become more aggressive. According to Yavuzer (2000), acting out of frustration or anger may be a cry for help if a youngster feels their parents or instructors at school are not meeting their expectations at home. (Kurt and Kandemir, 2006).

Several family-related factors have been linked to violent behavior, as noted by Buka and Earls (1993) and Flannery (1997). These factors include insufficient parental supervision, low parental involvement in their children's socialization, lack of discipline, criminal behavior among family members, mistreatment or neglect of children by parents, and weak marital relations between spouses.

A child's exposure to domestic violence is influenced by various factors shaped by the socio-cultural, economic, psychological, and communicative characteristics of the family's living environment. Children from families with low socioeconomic and cultural backgrounds may be particularly vulnerable to exposure to domestic violence. Additionally, factors such as marital issues, separation, and single parenthood can increase the risk of domestic violence in

Chapter two: Causes and effects of school violence

the household. Children exposed to domestic violence may exhibit negative attitudes and behaviors towards their parents and increased aggression. These characteristics are commonly considered to be the result of interactions with environmental factors.

Violence occurs when there is a disturbance in the balance between a person's aggressive impulses and internal control mechanisms. Aggressive tendencies may not manifest into violent behavior unless the person loses control. Studies have shown that children can be exposed to different types of violence, including physical, sexual, emotional, and neglect, depending on negative socio-cultural, economic, communicative, and psychological factors. However, certain types of violence that may be prevalent in some societies may not be as common in others. For example, physical abuse is not common in countries such as China and Japan due to their child-rearing methods not involving physical punishment.

Kizmaz (2006) suggests that exposure to violence increases the likelihood of young people exhibiting aggressive behavior. Those who have already been exposed to violence are at a higher risk of continuing to be exposed and displaying further violent behavior. Research indicates that individuals who engage in violent behavior are more likely to have grown up in family environments where domestic violence was present, compared to those who do not display violent tendencies. Reports from the Child Protection Association indicate that over 1.5 million children in the USA have reported cases of abuse, with 27% experiencing physical abuse (Ayan, 2007).

2.1.3 Social causes

The portrayal and endorsement of violence by society play a crucial role, as violence that is widely accepted can be perceived as legitimate. When violence is normalized, it may not be seen as a significant issue and can even be viewed as an acceptable method for problem-solving. In countries that are not traditional but are still in the process of development, cultural changes, societal disruptions, and feelings of alienation can lead to conflicts and problems that may fuel collective anger. According to Ergil (2001), sudden acts of violence can occur in lower segments of society as a result of feelings of worthlessness or a lack of purpose.

Chapter two: Causes and effects of school violence

Various social factors contribute to school violence, including the presence or accessibility of weapons, drug use, widespread violence, the formation of criminal groups, the influence of mass media, high levels of transient population, economic deprivation, and a cultural environment that normalizes and accepts violent behavior (Kizmaz, 2006). Guns and narcotics have been observed to work together in violent situations, and alcoholism and drug abuse can impair a person's ability to regulate their actions, leading to violence. More than half of homicides and rapes involve alcohol or other drug misuse (Oner, 2008). It is alarming that violence has become accepted in society as an everyday occurrence, and the media's coverage of violence and criminal activity can impact people's perceptions (Oner, 2008).

2.1.4 School-related causes

When examining the relationship between schools and violent conduct, the following causes are essential and may be considered school-related:

- Poor academic performance
- Lack of dedication to school
- School environment and conditions
- Being part of a gang

According to Sprague et al. (2001) (items 1-6) and Welsh (2000) (items 7-15), the following elements contribute to a dangerous school environment:

- Ineffective teaching resulting in learners' failure
- Inconsistent and punitive administrative practices
- Insufficient teaching opportunities and lack of opportunities for students to develop self-control
- Ambiguous expectations for desired behaviors
- Failure to demonstrate the necessary sensitivity to rule implementation
- Failure to individualize instruction in accordance with learners' individual differences
- Rules that are unclear, inequitable, or inconsistent
- Instructors and administrators who are unfamiliar with the rules
- Ignoring inappropriate behaviors
- Students not believing the rules are valid
- School size

Chapter two: Causes and effects of school violence

- Inadequate instructional resources
- Lack of collaboration between teachers and administrators
- Passive management
- Punishment of teachers (TUBA Science Ethics Commission)

School principals, guidance counselors, branch instructors, inspectors, and national educational administrators all share the same perspective regarding learners who engage in violent behavior. They believe that the majority of these learners tend to start fights, band together, exhibit indiscipline, come from a low socioeconomic background, lack academic goals, do not study, are lazy, and generally struggle academically. One of the reasons for the prevalence of violence, as per a Ministry of National Education inspector, is the lack of monitoring in schools and the ineffectiveness of school disciplinary boards.

2.2. The effects of school violence in the United States of America (USA)

In the United States, school violence can result in severe outcomes, not just for the individuals affected, but for society at large. School violence may lead to an array of consequences, such as bodily harm, emotional distress, and interruptions in academic progress. School violence can cause harm to learners in various ways. When school violence reaches severe levels, it can result in deaths that can have a distressing effect on families, schools, and communities. This can also prompt the implementation of stricter security measures and surveillance in educational institutions, which can potentially reduce students' sense of safety and freedom. In general, the problem of violence in schools is a grave concern that demands action and attention from various sectors of society such as parents, educators, law enforcement officers, and policymakers.

2. 2.1 Physical effects of school violence on children

Violence in schools can have serious physical and mental consequences. Physically, it can result in a range of injuries from minor bruises to severe wounds, fractures, or even fatalities due to homicide or suicide. Psychologically, it can lead to long-term mental or physical health problems that can affect someone permanently. Research has demonstrated links between the use of corporal punishment and negative impacts on mental well-being, and although most attention has been given to physical discipline in families, some studies have shown that physical punishment in schools has an overall negative impact on society. Those

Chapter two: Causes and effects of school violence

who experience physical punishment are more likely to become passive, overly cautious, and afraid to express themselves freely. They may also become perpetrators of psychological violence.

Research has shown that children who are subjected to physical punishment are at a higher risk of becoming perpetrators of psychological violence. This can manifest as aggressive and disorderly behavior such as hitting others, and may be linked to a decreased ability to adopt moral values, resist temptation, empathize with others, and make moral judgments. Exposure to violence can lead children to believe that violence is the only way to protect themselves and feel safe. While engaging in violent behavior may provide a temporary sense of satisfaction by fulfilling a desire for power or security, this feeling is short-lived as individuals become apprehensive of the consequences of their actions. This can lead to feelings of rage, which may fuel further violence if the individual feels threatened and needs to defend themselves.

2.2.2 Reactive attachment disorder and other social problems

Reactive Attachment Disorder (RAD) is a condition classified by the DSM-5 as a trauma and stress-related disorder that can arise in infants who have experienced social neglect and maltreatment. Exposure to any form of violence at school can also lead to RAD in children. Those affected may experience difficulty building emotional bonds with others, have a reduced capacity for experiencing joy, and struggle to ask for or accept emotional or physical contact. They may also exhibit violent behavior when hugged, caressed, or comforted. Children with RAD can be challenging to predict, comfort, and discipline. They may have a strong need to control their environment and make their own choices, and may react with anger, aggression, or self-harm in response to disruptions in their routine or uninvited attempts at comfort.

These difficulties can impede their ability to acquire fundamental academic skills and can result in rejection from teachers and peers. Childhood maltreatment has been linked to challenges with working memory and executive function. Severe neglect can also hinder the proper development of the left hemisphere of the brain and the hippocampus, which can lead to a greater risk of engaging in dangerous behaviors, substance abuse, criminal activity, and negative self-image. Children with RAD may act out with hostility, fear, disobedience, or

Chapter two: Causes and effects of school violence

anger when interacting with older or younger individuals and may exhibit physical signs of distress.

Additionally, they may exhibit psychomotor restlessness, hyperactivity, and stereotypic movements such as hand flapping or rocking. Children with RAD are also more prone to anxiety, depression, hyperactivity, and lower frustration tolerance. Childhood experiences of abuse or exposure to domestic violence are considered Adverse Childhood Experiences (ACEs) and have been linked to a range of adverse health outcomes that can persist throughout one's life. People exposed to at least four ACEs are at a higher risk for health problems compared to those who have experienced none.

School violence can have a significant impact on children's education. Exposure to violence from instructors or fellow learners can lead to fear and negatively affect their willingness to attend school, focus in class, and participate in school-related events. Witnessing violence can also have a similar effect on bystanders. This can lead to skipping classes, avoiding school events, truancy, or dropping out of school altogether. These outcomes have a negative impact on academic performance, achievement, and future educational and employment opportunities. Victims of violence during childhood and adolescence may find it challenging to achieve good grades and are less likely to consider pursuing higher education. Studies have shown that school violence and bullying greatly diminish learners' academic achievements, especially in subjects like mathematics.

2.2.3 Effects of violence on teachers and students

According to reports by various organizations, student indiscipline, harassment, and violence are major obstacles to quality education and effective teaching and learning conditions. These issues affect school management, individual teachers, and other staff, leading to significant management issues and occupational health and safety challenges. Teachers and special populations of students are at greater risk of experiencing bullying, torture, injury, and even murder. However, there is a lack of research on the causes and consequences of bullying from teachers' perspectives. Studies have found that individual teachers may experience symptoms of post-traumatic stress disorder, heightened levels of stress, and increased fear. Female teachers tend to experience more physical, emotional and teaching-related symptoms than their male counterparts.

Chapter two: Causes and effects of school violence

There are also various organizational impacts resulting from teachers' victimization, such as lost motivation and commitment towards their job, and teachers leaving their professions altogether. The impact of violence is most significant on schools, instructors, and learners in underprivileged countries undergoing conflict. It is crucial to implement international measures that can prevent the impact of all forms of violence and ensure the safety of both instructors and learners. This can be achieved by focusing on prevention, intervention, and response.

The problems of student indiscipline, harassment, and violence negatively affect school culture and environment. These issues lead to challenges related to school reputation and morale, teacher stress, absence, and retention, as well as complaints from parents, teachers, and the community. There is a growing concern over the ongoing violence targeted against teachers and educational support professionals, and the failure of governments to take recommended actions to improve their conditions, which includes the provision of safe school environments.

There is a lack of research on the effects of bullying and violence on victimized teachers. However, studies have found that teachers who had experienced violence predicted fear, exhibit avoidance behavior toward students and situations, perceive personal safety issues, and feel like they were being intruded upon. Male and female teachers react differently to incidents of workplace violence, with female teachers tending to experience more physical, emotional, and teaching-related symptoms than their male counterparts.

The personal and organizational effects of violence in the US education system include lost wages and workdays, the need for training and replacement of teachers who leave school or the profession early, loss of instructional time, medical and psychological care necessitated by threats and assaults, learner disciplinary proceedings involving the school, police, judicial system, social services, and parents, increased workers' compensation claims and premiums, and the imprisonment of perpetrators.

In underprivileged countries undergoing conflict, the impact of violence is most significant on schools, instructors, and learners. Almost 28 million children of primary school age in 30 countries, which is 42% of the world's total, are not attending school. It is crucial to implement international measures that can prevent the impact of all forms of violence and

Chapter two: Causes and effects of school violence

ensure the safety of both instructors and learners. This can be achieved by focusing on prevention, intervention, and response.

The fact that violators of children, teachers, and schools often go unpunished is the biggest obstacle to providing education in underprivileged countries undergoing conflict. The rampant and organized use of rape as a tactic of war is also a significant concern. It is crucial to implement international measures that can prevent the impact of all forms of violence and ensure the safety of both instructors and learners. This can be achieved by focusing on prevention, intervention, and response.

Chapter two: Causes and effects of school violence

Conclusion

School violence has a profound impact on students, teachers, and the entire school community. It can result in physical and emotional harm, as well as long-term psychological effects. Fear of violence can negatively affect students' academic performance and attendance, leading to a cycle of poor academic achievement. Moreover, school violence can tarnish the reputation of the school and the community. In addition to the immediate and long-term consequences on students and the school community, school violence can have broader societal implications. It can contribute to a culture of violence and increase the likelihood of violence in other settings. School violence may also be an indicator of underlying societal issues, such as insufficient mental health resources, poverty, and systemic inequalities. The researcher discusses the effects of school violence in this second chapter after discussing the primary causes of school violence.

Chapter three

Safety measures to limit school violence

Introduction

Ensuring safety is of utmost importance, and preventing violence is crucial for creating a secure learning environment. Implementing safety measures is a vital aspect of preventing school violence, and it involves multiple components that play a significant role in either increasing or reducing the likelihood of violence occurring. The primary objective is school security, which can only be achieved if school administrators, teachers, and staff each play their appropriate roles. Other important considerations for school safety include the following: creating a safe physical school environment, providing reporting mechanisms that allow learners and their parents or guardians to report instances of violence, imposing rules that discourage wrongful behavior, supporting teachers and other staff, establishing student courts, reaching out to parents, and providing counseling services. Additionally, several government instructional programs are available to prevent and limit school violence.

Chapter three: Safety measures to limit school violence

3.1 The role of school officials

To effectively prevent violence in schools, it is crucial for the entire community to work together and collaborate. This includes students, families, teachers, administrators, mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, and the business community. School administrators should work alongside all of these groups to create strategies that are tailored to their school and community. While school boards and administrators hold primary responsibility for creating a secure and safe environment in schools, it is equally important for teachers to be actively involved and supported at all stages of developing and implementing programs to ensure school safety. Teachers are the first line of contact with students and thus play a critical role in establishing a safe school environment. They can provide valuable insights into potential issues and offer practical solutions that are appropriate for their school.

To reduce the risk of violent behaviors in schools, it may be necessary to adjust the degree of physical security. Various approaches will need to be implemented to meet the particular requirements of each elementary, middle, and high school. Therefore, school administrators should carry out a comprehensive security assessment on their school's physical structure, safety policies, and emergency protocols to ensure school safety. This assessment should be done in partnership with law enforcement, school security personnel, physical facilities staff, fire and other emergency service personnel, instructors, staff, learners, and other members of the school community.

Depending on the specific requirements of each school, their safety plans may incorporate some of the following suggestions:

3.1.1 Safe physical environment

School administrators should ensure that the school environment is safe and secure. This may include installing surveillance cameras in strategic locations, securing entrances and exits, and controlling access to the school.

Chapter three: Safety measures to limit school violence

3.1.2 Safety policies

Schools should have clear safety policies in place that outline expected behaviors, consequences for misbehavior, and procedures for reporting safety concerns. These policies should be communicated regularly to students, staff, and parents.

3.1.3 Emergency protocols

Schools should have well-established emergency protocols in place that are regularly practiced. This includes procedures for responding to natural disasters, medical emergencies, and violent incidents. All staff members should be trained on these protocols, and regular drills should be conducted.

3.1.4 Counseling services

Schools should offer counseling services to students who may be experiencing emotional or behavioral difficulties. These services can provide students with a safe and confidential space to discuss their concerns and receive support.

3.1.5 Parent involvement

Schools should actively involve parents in efforts to create a safe school environment. This may include holding parent-teacher conferences, sending regular updates on safety initiatives, and providing opportunities for parents to volunteer at the school.

3.1.6 Mental health resources

Schools should provide access to mental health resources for students who may be struggling with emotional or psychological issues. This may include on-site counseling services, referrals to outside providers, and support groups.

3.1.7 Student court

Schools may consider implementing a student court program that empowers students to take responsibility for their actions and helps to build a culture of respect and responsibility.

3.1.8 Government programs

Finally, schools can benefit from utilizing government programs aimed at preventing school violence. These programs may include grants, training opportunities, and other resources to help schools develop and implement effective safety plans.

Depending on the specific requirements of each school, their safety plans may incorporate a few of the following suggestions:

- An idea to consider is utilizing the services of school resource officers (SROs), who are typically provided by local law enforcement. SROs can provide law enforcement services, counseling related to the law, and education related to the law to students, teachers, and staff members. It is essential to maintain continuity of officers in individual schools, so that learners and SROs can establish a relationship.
- Another suggestion is to explore the option of hiring probation officers to work on campus and provide supervision and counseling services to learners. This proposal would be particularly relevant to high schools that have a substantial number of juveniles who are under probation.
- Create and implement rules that prohibit learners from gathering in parking lots, hallways, bathrooms, and other non-designated areas. It is important that these rules are explicitly stated in the learner handbook or code of conduct and enforced consistently.
- An alternative to prevent weapons on campus could be to consider implementing metal detectors in certain situations.
- Establish guidelines for conducting searches for weapons and drugs on campus. These policies should outline the proper procedures to ensure the safety of learners and staff while respecting their privacy rights.
- To enhance learner safety, it is recommended to employ skilled workers or volunteers who are specifically chosen to help teachers and administrators in overseeing learner conduct and actions. To establish positive relationships with students, it is crucial to maintain a consistent team of monitors within schools, know how to identify potential perpetrators, and report any concerning behaviors. The appropriate number of monitors to be employed should be determined by taking into account the number of students, the severity of issues in the school, and the size and design of the school premises.

Chapter three: Safety measures to limit school violence

- To ensure safety, it is recommended to implement a visitor sign-in and sign-out policy at the school office and to provide visible visitor passes. One suggestion is to have a staff member or volunteer assigned to each entrance and provided with a radio to monitor the entrances. The role of the monitor is to ensure that all visitors are informed of the requirement to sign in and are directed to the office. Additionally, the monitor should notify the office via radio to confirm that the visitor has checked in. It is crucial for the monitors to receive training on how to identify concerning behaviors in potential perpetrators. Any visitor who appears suspicious should be escorted to the office for further checking.
- To enhance safety, it is recommended to establish a closed campus policy that prohibits learners from leaving the school premises during lunchtime.
- To enhance security measures, it is advisable to consider providing and utilizing different monitoring systems such as alarm systems, intercoms, cell phones, building paging, two-way radios, mounted and handheld camera monitoring systems on school buildings and campuses.
- To ensure safety, it is important to make sure that every classroom is equipped with a method of contacting the office in case of emergencies. It is important to train staff on emergency protocols for reporting information, such as what information needs to be reported and how to report it. It is also recommended that codes or code words should be avoided during these situations.
- One way to help keep school buses safe is to establish a daily attendance checklist for bus riders on each bus.
- To improve safety at school events, it is suggested that the school should consider hiring external security personnel. In order to avoid confusion, the school district should clearly define the duties, obligations, and restrictions of these personnel, including whether they are authorized to carry weapons and what their procedures should be in the event of an active shooter situation.
- To ensure that all policies and restrictions are clear and easily accessible to learners, it is recommended to publish them in the learner handbook or code of conduct.
- To maintain a safe and secure environment for learners, it is recommended to regularly patrol school grounds, particularly in areas where learners tend to congregate such as parking lots, hallways, stairs, bathrooms, cafeterias, and schoolyards. This can be done by

Chapter three: Safety measures to limit school violence

school security personnel or designated staff members who are trained to monitor and respond to potential safety concerns.

- Create plans and provisions to manage threats and crises.

3.2-Reporting

Create an environment where learners, instructors, parents, and/or guardians feel comfortable and supported in reporting threats and acts of violence

Establish clear reporting protocols and effectively communicate them to public safety agencies. These protocols should be developed in collaboration with school district officials and should be developed in collaboration with school district officials and should include definitions of relevant information as well as guidelines on how and where to distribute information.

One suggestion is to create a fully-staffed, confidential hotline for learners and parents to report issues of vandalism, harassment, safety, threats of violence, and other concerns. If answering machines are used, it is important to retrieve messages in a timely manner to effectively address the issue. The hotline number should be widely promoted throughout the school on various platforms, such as pencils, learners' IDs, posters, and in learner handbooks, parents and learners should be informed of when to use the hotline. It is important to aggressively advertise the hotline to ensure that people are aware of it.

It is important to communicate to learners that reporting threats of violence is not meant to punish but to intervene and ensure safety. Learners should understand that it is important to report any concerning behavior from their fellow classmates even if they feel it is not a "real" threat. The goal is to encourage reporting and for learners to feel comfortable doing so.

It is crucial to obtain training to recognize whether reports of menaces or acts of violence are false or malicious. This will help prevent unnecessary disruptions and ensure that resources are allocated appropriately. With proper training, individuals will be able to distinguish between credible and non-credible reports, allowing for a more effective and efficient response to any incidents that may occur.

It is also vital to maintain confidentiality within the limits of legal guidelines and statutes. This means that information related to any reports or incidents should only be shared

with individuals who have a legitimate need to know. Confidentiality should be maintained to the extent allowed by law, with any necessary exceptions made for reporting purposes or when there is an imminent threat to safety.

3.3-Learner rules

The regulations for learners should be effectively communicated, comprehended, and regularly implemented. Additionally, they should also be aligned with the legally protected fair trial rights.

- Create guidelines for unacceptable behavior by learners by incorporating feedback from learners, parents or guardians, staff, public safety officials, mental health organizations, and legal experts.
- Review and update policies for learner behavior on a yearly basis or when necessary.
- Make certain that all rules have an easily understandable purpose. The rules must be unambiguous and conveyed to all learners through both written and spoken communication. The learners' comprehension of the rules should also be evaluated.
- Distribute a set of guidelines to learners, parents, and/or guardians and request them to read and sign an acknowledgment form to be returned to the school.
- Provide rules to all learners, parents, and guardians in multiple languages as per their preference or need.
- Enforce rules consistently and fairly for all individuals. Develop consequences for any breach of rules and implement them promptly and consistently.
- Establish unambiguous guidelines and suitable outcomes for all forms of harassment, intimidation, and disrespect. These rules should encompass behavior of both learners and adults at all school events, parents, guardians and instructors should set a good example and serve as positive role models for learners.
- Create a detailed policy and process to address instances of disturbing言行 and making menaces. Ensure learners and parents understand the policy and the measures that will be taken if a learner makes a menace or writes something unsettling.
- Suspend learners and recommend expulsion for severe violations of rules. Dismiss or discipline staff for similar infractions.
- Establish a reliable and efficient system to notify parents and guardians promptly about any rule violations and their consequences. This system should be consistent to ensure that

all parents or guardians are informed of any incidents that occur. It should also be timely to keep them update on the situation as possible.

3.4. Support for teachers and other staff

The school administration, in partnership with the faculty, holds the duty of implementing and upholding school regulations.

- It is important to promptly, consistently, and appropriately address learners to who have been reported by instructors and staff for breaking school rules.
- Arrange schedules and venues for instructors to convene and collaborate on ways to create a conducive learning environment in their classrooms. Organize groups of teachers and personnel who handle the same problematic learner into terms so that they can discuss strategies for managing the learner.

3.5 Student court

If someone commits a non-criminal offense, peer courts could be a good option to consider. However, it is important to keep in mind that using students' courts to deal with non-criminal offenses of other learners can lead to unintended consequences like lack of privacy, the feeling of being judged by peers, and increased feelings of social differences.

- ✓ One possible solution for peer courts is to have qualified adults supervise them. This approach can help ensure that the process is fair and that the rights and privacy of all parties involved are protected.
- ✓ It is important to provide sufficient training to participants of peer courts. This can help them understand their roles and responsibilities, as well as the legal and ethical implications of their decisions. With proper training, peer court participants can make informed and fair decisions that best serve the interests of all parties involved.
- ✓ Learners should be informed that they are required to follow the decision made by the peer court, and should be made aware of the consequences that may result from not complying. This can help ensure that the peer court process is respected and taken seriously, additionally, can help promote a sense of accountability and responsibility among learners.

3.5 Parents outreach

One idea to increase parental involvement in schools is for faculty to actively seek it out. This can be done through a variety of channels, such as school and class newsletters, classroom events, instructor websites, personalized phone calls, local newspapers, voice mail messages directly to instructors, and offering opportunities for parents to participate in school clubs, organizations, and other extracurricular activities.

Exploring new and creative ways to improve connections between learners, parents, guardians, and school faculty is crucial. Some possible ideas include organizing parent advisory meetings, engaging parents and guardians as mentors or guest speakers, providing child care during school events, creating a designated parent lounge, and offering parenting classes to support families.

It is important to have a dress code established and upheld for all members of the school community, including learners, faculty, and staff. Input from all constituents should be taken into account when creating these guidelines and the option of requiring school uniforms should also be considered. Dress codes can help with the identification of intruders, enhance discipline, reduce violence and other forms of misconduct, and minimize the influence of gangs and other disruptive groups on school property.

One suggestion is to communicate to parents and guardians that the aim is to prevent violent incidents through intervention, rather than punishment, it is also helpful to urge them to share any concerns they may have.

3.6 School physical environment

Creating a physical environment that is both safe and secure helps to foster an atmosphere that is conducive to learning and can improve the learning experience.

- In order to prevent vandalism and violence, it is important to maintain a clean and well-maintained school environment.
- To address issues of crime and misconduct on school premises, Crime Prevention through Environmental Design (CPTED) techniques can be employed. These involve the use of facility designs both inside and outside the school that discourage acts of misconduct or make them more likely to be observed and stopped.

Chapter three: Safety measures to limit school violence

Additionally, CPTED can improve emergency response to critical incidents by facilitating better designs.

- One way to enhance the school environment is to implement a dress code for all individuals, including learners, faculty, and staff. It might also be helpful to consider making school uniforms mandatory.

3.8 Counseling Services

One idea is that educational institutions ought to offer or suggest counseling services to their learners, encompassing a range of areas including emotional (such as depression, anger management, and grief), social development, academic and vocational, prenatal and reproductive, exceptional learner (like gifted or disabled), gang, psychological, family, and substance abuse. It is important to note that each counseling area requires distinct knowledge, skills, and expertise. To ensure that learners receive proper care, schools should guarantee that learners have access to counselors who are qualified to treat their specific issues. Additionally, counseling services should be of adequate length and provide consistent treatment to ensure continuity of care. In case where a learner's counseling needs surpass the resources available at school, it is advised to suggest seeking assistance from the community. If the counseling resources of the school are not sufficient to meet the needs of a learner, they should be given recommendations for community assistance. Collaborations with nearby school districts or other city, country, or state organizations that offer or utilize these services may be feasible.

- Deliver counseling support in compliance with established professional norms and guidelines, such as those set forth by the American Counseling Association, the National Association of school Psychologists, and the National Association of school social workers, with regard to appropriate therapeutic approaches and recommended learner-to-counselor ratios.
- Develop instructional programs under the guidance of a trained counselor to instruct learners in how to assist their peers. Assign learner helpers who can connect with the learner seeking guidance and relate to their specific issues.
- Guarantee that counselors have sufficient knowledge and availability of community resources.

Chapter three: Safety measures to limit school violence

- Make certain that parents/guardians and learners are aware of the various forms of counseling services that are accessible and informed on how to obtain them.
- Recognize learners who are at risk and furnish them with counseling services.

3.9 Government instructional programs to prevent school violence

There are several government instructional programs aimed at preventing school violence, such programs will be mentioned and discussed in the current part of this research study.

3.9.1 Conflict Resolution Programs

Programs that focus on conflict resolution and management aim to teach individuals how to resolve conflicts peacefully. Such programs use various techniques such as negotiation, mediation, and consensus decision-making to bring solutions that benefit all parties involved. These programs strive to create win-win situations where everyone is a winner.

- Perform an evaluation of the requirements to identify the categories of disagreements that frequently arise and the most effective approaches to resolve them.
- Choose the conflict resolution programs that are most suitable for the school.
- Locate instructors who can execute the program.
- Start the training at the most suitable school level and ensure to maintain the training throughout the learners' academic journey.
- Get assistance and engagement from both educators and parents or guardians.
- Educate learners on conflict resolution by integrating activities into the curriculum and by demonstrating appropriate behaviors through the teachers and staff.
- Assess the effectiveness of the program in relation to the set objectives.

3.9.2 Anti-bullying programs

Bullying encompasses a variety of actions, including both verbal and physical behavior, that instill fear in others and can potentially result in illegal and malicious activities. It is important for school faculty, learners, and parents/guardians to acknowledge and comprehend the widespread issue of bullying, as it often leads to acts of violence. It is essential to view bullying neither as a trivial matter nor as an acceptable aspect of life. Anti-bullying initiatives

Chapter three: Safety measures to limit school violence

should be put in place, incorporating techniques at the school-wide, classroom, and individual levels. Some strategies that can be employed include:

- To effectively combat bullying, it is important to clearly establish what constitutes bullying, with input and collaboration from members of the school community, such as learners, staff, parents/guardians, teachers, volunteers, and law enforcement. This definition should be communicated to all relevant parties, it encompasses all forms of bullying, including physical, verbal, and psychological behavior.
- As part of a comprehensive school code of conduct, it is crucial to establish clear and specific rules that prohibit bullying, along with corresponding consequences for those who engage in such behavior. This will serve as a deterrent for potential bullies and create a safer environment for all learners. By establishing these guidelines, learners will understand the severity of bullying activity and the negative consequences associated with it.
- To effectively address incidents of bullying, it is important to seek information about the motivation behind the behavior. By understanding these motivations, educators, and administrators can better identify the root causes of bullying and implement effective prevention strategies. By doing so, it is possible to create a safer and more supportive school environment for all learners.
- To address incidents of bullying, it is essential to establish a reporting mechanism that allows learners, staff, and parents/guardians to report incidents of bullying as soon as they occur. This mechanism should be easily accessible to all parties and should provide a secure and confidential means of reporting. By recording incidents of bullying, educators and administrators can better identify patterns of behavior and implement effective prevention strategies. Additionally, this system will enable schools to provide support and resources to those affected by bullying.
- When establishing a reporting mechanism for incidents of bullying, it is important to ensure that reporting procedures address with whom and under which circumstances information will and will not be shared. Care should be taken to protect witnesses and victims from retaliation, meet applicable standards for confidentiality, and ensure that personnel involved with victims and bullies have the information they need to effectively work with them.
- It is essential to notify the parents and/or guardians of both the victims and the perpetrators whenever a report of bullying is filed. Parents should be informed of the situation and any steps being taken to address it. Additionally, schools should establish a policy regarding the

Chapter three: Safety measures to limit school violence

circumstances under which parents and/or guardians of bullies and their victims should be called in for an on-site conference.

- Continually monitoring the number of reported incidents of bullying, and documenting the actions taken to disrupt such behavior, is crucial to effectively addressing this issue. Additionally, documenting actions taken to disrupt the behavior allows for accountability and transparency in the response to incidents of bullying. This information can be used to make informed decisions about future prevention strategies and to ensure that schools are creating a safe and supportive environment for all learners.
- As a recommendation, teachers and staff should document not only the occurrences of bullying, but also the actions taken and methods used to manage and resolve those instances.
- It is important to conduct a survey on a regular basis to determine the frequency, type, and location of bullying incidents. This survey should involve learners, parents/guardians, teachers, and staff members. It should also include incidents of bullying that occur during the commute to and from school. Collaborate with community policing efforts to ensure that learners' journey to school and back is secure and free from acts of bullying. For surveys that require learner participation, follow the school administration's guidelines regarding the need for parental approval.
- Find and make a list of community resources that can be utilized to intervene and provide assistance immediately in the event of bullying. Identify additional resources that can be utilized to develop additional intervention and prevention programs. Additionally, ensure that there are enough social services and mental health resources available, and that they are being used to support those affected by bullying.

3.9.3 Programs to reduce isolation and alienation and to promote respect

To promote self-respect and respect for others, it is recommended that school administrators and teachers introduce initiatives and activities that align with the following principles:

- ✓ One effective approach would be to set clear expectations for how individuals should interact with one another.
- ✓ Another important step would be to ensure that classroom standards and expectations are in line with the school and district policies.

Chapter three: Safety measures to limit school violence

- ✓ To further reinforce these standards, it would be beneficial to regularly review them in class and provide copies to parents or guardians.
- ✓ Creating better lines of communication with learners who may feel alienated or isolated, or who struggle with low self-esteem, is also an important aspect of promoting respect and self-respect.
- ✓ Additionally, fostering an open communication climate between learners and adults is essential. Schools should provide multiple options for learners to express their concerns about violence to school personnel, promote trust, and be sensitive to their fears of retaliation.
- ✓ One way to encourage the contemplation of core values such as respect, responsibility, trust, and sharing is through age-and curriculum-appropriate writing assignments and class discussions.
- ✓ Assisting learners with achieving their short-and long-term goals and recognizing and rewarding their progress is also important. This can help increase their motivation and overall success.
- ✓ Providing a variety of positive extracurricular activities that cater to diverse interests and backgrounds can also support a positive school environment. This can give learners opportunities to explore their passions, develop new skills, and build positive relationships with peers and adults outside of the classroom.
- ✓ Recognizing and rewarding learners who exhibit positive and responsible behavior is an essential way to encourage and reinforce such behavior. This can be done through various means such as verbal praise, certificates, awards, or other incentives that promote positive behavior.
- ✓ Teaching learners how to resist other's efforts to intimidate or isolate them is an important skill to promote. This may include strategies such as assertiveness training, conflict resolution, and teaching learners to identify and avoid potentially dangerous situations.

9.4Anti-gang programs

Being part of a gang can be harmful to the wellbeing of a positive learning atmosphere. The chances are that gang members may carry weapons and involve in violent activities compared to other learners.

Chapter three: Safety measures to limit school violence

- To better comprehend the existence and behavior of gangs, it is essential to form alliances with law enforcement. This can help in exchanging critical information and teaching teachers and staff about the existence of gangs and their undertakings.

- Creating and financing teams that resist gang activities and prevent the spread of violence within the community is crucial. These teams should be responsible for implementing educational initiatives for families, youth, and communities, in addition to offering alternative activities for children to engage in. The teams should be made up of a diverse group of individuals, including educators, law enforcement officers, probation officers, community leaders, learners, school resource officers, gang specialists, mental health professionals, and parents or guardians.

- It is important to recognize gang-related clothing, accessories, and behavior to minimize the spread of gang culture. Implementing a school dress code that prohibits the exhibition of gang-related paraphernalia can help regulate the situation. This way, the outward manifestation of gang membership can be prevented within the school environment.

- In case a learner is suspected of being involved in gang activities, it is necessary to inform the parents or guardians. This can provide an opportunity for them to receive relevant information, counseling, and access to available resources to manage the situation.

3.9.5 Suicide prevention program

According to research, suicide is a more frequent form of violence among learners than school homicide. In some instances, individuals who commit school shootings believe that their actions will result in their own death by police, which could also be classified as a type of suicide. To mitigate this issue, it is important to implement effective suicide prevention measures that can decrease both suicide and violence incidents by learners who hold such beliefs.

- Create a strategy that outlines the process for recognizing learners who may be in danger, managing potential risks, and determining appropriate measures to be taken if a suicide attempt occurs.

- It is important to guarantee that learners have easy access to resources for assistance and are informed about them, including suicide hotlines, counselors, and written and visual materials.

- Provide education to learners, parents/guardians, teachers, and other school staff on ways to recognize signs of distress in learners and how to get help for them before a potential suicide

Chapter three: Safety measures to limit school violence

attempt occurs. This should also cover how to obtain immediate assistance to prevent or address suicidal behavior.

- Create a comprehensive crisis plan that includes specific steps to respond to the aftermath of a suicide in order to minimize the risk of additional suicides. This plan should outline strategies to prevent copycat suicides and provide guidance on how to support affected individuals and the school community as a whole.

3.9.6 Law enforcement

Collaboration between law enforcement and educational institutions is the key to developing effective violence prevention initiatives that are tailored to each school district and respond to crises in a prompt and efficient manner.

3.9.6.1. Police training

- ✓ Discuss the factors that lead to violence in schools.
- ✓ Provide training sessions that cover various aspects of school violence, such as the underlying causes, conflict resolution techniques, potential scenarios, and ways to respond effectively.
- ✓ Educate officers on how to interact with school administrators, teachers, and learners.
- ✓ Train specific officers on how to perform security assessments in schools.

3.9.6.2 Police activities

- Carry out regular patrols of school premises and establish a school resource officer (SRO) programs. SROs can serve as a deterrent to violence and other forms of misbehavior by being present and assisting the school in designing and implementing violence prevention initiatives.

- Foster and sustain collaborative relationships with neighboring schools.
- Collaborate with schools, parents/guardians, and truants to reduce truancy rates.

Return learners found outside of school during school hours either to their school or a truancy center. Conduct visits to these learners' homes to determine if there is any neglect or abuse by their parents or guardians.

- Seek input from school, administrators, teachers, and parents regarding school security measures.

Chapter three: Safety measures to limit school violence

- In collaboration with legal counsel from both the school and police department, offer guidance to school staff on identifying concealed weapons and appropriate steps to take (and not take) when they suspect that learners are carrying them.
- Provide support to school officials in conducting background checks on employees and volunteers, which include reviewing criminal history records and other violence cases.

3.10- Safe schools Recommendations

Maintaining a safe school environment is crucial for the well-being of learners, faculty, and staff. There are numerous recommendations that can be implemented to achieve this goal. Some of these recommendations include:

- Have a conversation with all school staff and volunteers about the school's crisis intervention plans.
- Develop a map for supervising school staff that prioritizes monitoring entry points, exit points, and areas where problems may arise.
- Involve both formal and informal learner leaders, staff, and parents to promote expectations for learner behavior and dress code, for instance, by direct teaching, intercom announcements, sending letters to learners and parents, publishing newsletters, and displaying signs.
- Emphasize a strict policy of not allowing any weapons, threats, intimidation, fighting, and other forms of violence within the school premises.
- Display signs that mandate all visitors to sign in and out at the school's office and to obtain a visitor/volunteer button or identity card.
- Train and motivate all school staff to approach visitors and direct them to the office.
- Reduce the count of unlocked entrances and display signs that guide people to the primary unlocked entrances.
- Arrange volunteer and staff teams to continuously monitor entrances, exits, and school hallways to supervise learners and visitors
- Enforce a policy that mandates learners to carry a hall pass when moving around the school during class sessions.
- Restrict the issuance of hall passes to the bare minimum.

3.9 Recommendations for reducing youth violence

Reducing violence and youth violence is an important issue that requires a collaborative effort from various sectors. It involves the implementation of effective policies and programs to address the root causes of violence and provide support to those who are at risk. By promoting positive social norms, fostering community engagement, and providing access to education and employment opportunities.

The following items are forming some important recommendation to decrease violence and youth violence:

- Childhood support services and training should be implemented to equip families, child care providers, and health care providers with the necessary skills to address early childhood aggression.
- Schools should implement interventions that are suitable for children's developmental stages. This can include classroom management, problem solving, and violence prevention strategies.
- To promote effective violence prevention, it is important to involve the community in the development of these efforts and ensure that cultural diversity is respected and acknowledged.
- Mass media should cooperate and take social responsibility to limit the portrayal of violence during child viewing hours, and educate children about violence- prevention efforts.
- Access to firearms by youth should be limited, and they should be taught about violence prevention with regards to firearms.
- Youth alcohol and drug use should be reduced to prevent violence.
- Mental health services should be provided to perpetrators, victims, and witnesses of violence to help them cope with its effects.
- Programs that aim to reduce prejudice should be implemented to prevent hate crimes.
- Prevention of mob violence can be achieved through cooperation between police and community leaders.
- The psychology community should take individual and professional responsibility to reduce youth violence.

Conclusion

The chapter focuses on addressing school violence and provides strategies to prevent and reduce it. The researcher suggests safety measures such as security cameras and patrols, and government instructional programs like conflict resolution, anti-bullying, and suicide prevention. Recommendations include establishing clear reporting protocols and creating a confidential hotline for reporting concerns. Additionally, implementing instructional programs like social skills training and after-school programs can help reduce youth violence. The overall goal is to create a safe and supportive environment for everyone involved in schools.

General conclusion

GENERAL CONCLUSION

The history of school violence indicates that violence has been found in schools since a long time ago, it also indicates that it has been related to both students and teachers. Students' violence emerges among learners and their school mates in different categories such as: fighting or bullying, while teachers' school violence emerges the most in their severe punishments towards their students. This research questions are answered and the research hypotheses have been confirmed by explaining and writing about the most important and necessary points of the current dissertation.

This thesis aimed to define school violence and to talk deeply about the historical part of students' violence and teachers' violence, and then it dealt with different categories of school violence that are related to different environments and different conditions. At last the first chapter took into consideration the facts and statistics of school violence that helps in presenting various vivid data that serves the research problem topic.

The second chapter sheds the light on the main causes and consequences of school violence. From the information of the second chapter it became obvious that family, society, and schools play such a vital role in creating issues to learners and then, that will lead them to be aggressive and change their mindsets and way of living going directly to be violent and to fall in the violence life generally and into school violence specifically. It affects students in a large extent by the impacts that it has on their psychology and mental health, such as the different kind of disorders and other effects that also touch their learning process, and teachers' teaching process as well.

Safety and how to achieve it was the primary concern that should be discussed and talked about in the third last chapter. It took into consideration what should schools, staff, teachers, and administrators do to reduce school violence issue. Government has also a big role to play in creating some instructional programs that limit school violence and help students to study in a safe, comfortable, and enjoyable learning environment. The investigator provided some extra useful recommendations to contribute also in minimizing school violence phenomenon since it causes a lot of damage, problems, obstacles in studying, and insecurity in schools.

GENERAL CONCLUSION

The current thesis was not an easy work, rather, it needed a lot of hard work and a strong desire to be completed despite the fact that the researcher faced various limitations and constraints in preparing and working on this research study. Searching for the rich satisfying information leaded the investigator to take a long time in finding every single information or facts that are related to the research problem from the beginning to the end of the thesis. Gathering the essential, right, and vivid facts and statistics was also a hard step to be taken. In addition to the facts and statistics, shedding the light on the main reasons and consequences of school violence was also a time-consuming process which needed a lot of concentration to be given to. However, making this dissertation did not stop, and was not limited because of the mentioned obstacles, rather, it was eventually prepared, completed, and ready at the exact time with the several efforts that the researcher made to present it in the most appropriate form.

List of references

- Akiba, M., LeTendere, G. K., Baker, D. P., & Goesling, B. (2002). Student victimization: National and school system effects on school violence in 37 nations. *American educational research Journal*, 39 (4), 829-853.
- Ballard, M., Argus, T., & Remley Jr, T.P. (1999). Bullying and school violence: A proposed prevention program. NASSP Bulletin, 83-47.
- Benbenishty, R., & Astor, R. (2008). School violence in an international context. *International Journal*, 60, 69-79.
- Benkorrech, H. (2017). Violence among Learners at Secondary schools Case study Mostaganem's secondary schools.
- BJA. (2007). Guide for Preventing and Responding to School Violence.2nd ed. Bureau of Justice Assistance (.gov) <https://bja.ojp.gov/files/files> PDF Guide for Preventing and Responding to School violence...
- Boran, L., & Taskan, I. M. (2021). Causes of violence in schools. *Online Journal of new horizons in education*, 11 (4), 165-169.
- Boulton, M. J. (1997). Teachers' view on bullying: Definitions, attitudes and ability to cope. *British Journal of Educational Psychology*, 67 (2), 223-233.
- Bufacchi, V. (2005). Two concepts of violence. *Political studies review*, 3(2), 193-204.
- Bybee, R. W., & Gee, E. G. (1982). Violence, Values, and justice in the schools (p. 99). Boston, MA: Allyn and Bacon.
- Cantone, E., Piras, A. P., Vellante, M., Preti, A., Danielsdottir, S., D'Aloja, E.,...&Bhugra, D. (2015). Interventions on bullying and cyber bullying in schools: A systematic review. *Clinical practice and epidemiology in mental health: CP & EMH*, 11 (Suppl 1 M4), 58.
- Centers for Disease Control and Prevention. (2008). Understanding school violence: fact sheet. ERIC Clearinghouse.
- Crawford, C., & Burns, R. (2015). Preventing school violence: Assessing armed guardians, school policy, and context. *Policing: An International Journal of Police Strategies & Management*.
- Dogutas, A. (2013). School violence in american school: teachers' perception. *International Journal of Academic Research*, 5(3).

List of references

- Eliliott, D.S., Hamburg, B. A., & Williams, K. R. (Eds.). (1998). Violence in American schools: A new perspective. Cambridge University Press.
- Ferrara, P., Franceschini, G., Villani, A., & Corsello, G. (2019). Physical, psychological and social impact of school Violence on children. *Italian Journal of pediatrics*, 45 (1), 1-4.
- Furlong, M., & Morrison, G. (2000). The school in school Violence: Definitions and facts. *Journal of emotional and Behavioral disorders*, 8(2), 71-82.
- Gangon, J. C., & Leone, P.E. (2001). Alternative strategies for school violence prevention. *New directions for youth development*, 101-126.
- Gupta, S. (2023, April 4). How to identify and Prevent School Violence. Retrieved from <http://www.verywellmind.com/school-violence-types-causes-impact-and-prevention-5216631>
- Hamby, S. (2017). On defining violence, and why it matters.
- Henry, S. (2000). What is school violence? An integrated definition. *The annals of the American academy of political and social science*, 567 (1), 16-29.
- Henry, S. (2009). School violence beyond Columbine: A complex problem in need of an interdisciplinary analysis. *American Behavioral Scientist*, 52 (9), 1246-1265.
- Hilsdon, A. M., & Randell, S. (2012). Joint ILO-UNESCO Committee of Experts On the Application of the Recommendations concerning Teaching Personnel (CEART). 11th Session of the CEART (Geneva, 8-12 October 2012).
- Hoffman, A. M. (1996). Schools, violence, and society. ABC-CLIO.
- Jacobsen, K. E., & Bauman, S. (2007). Bullying in schools: School counselors' responses to three types of bullying incidents. *Professional School Counseling*, 11(1), 2156759X0701100101.
- Johnson, S. L. (2009). Improving the school environment to reduce school Violence: A review of the literature. *Journal of school health*, 79(10), 451-465.
- Johnson, D. W., & Johnson, R. T. (1995). *Reducing school violence through conflict resolution*. ASCD.
- Kaestle, C. F. (1983). Pillars of the republic: Common schools and American society, 1780-1860 (Vol. 154). Macmillan.
- Kim, Y. S., & Leventhal, B. (2008). Bullying and suicide. A review. *International Journal of adolescent medicine and health*, 20(2), 133-154.

List of references

- Midlarsky, E., & Klain, H. M. (2005). A history of violence in the schools. *Violence in schools: Cross-national and cross-cultural perspectives*, 37-57.
- Mulvey, E.P., & Cauffman, E. (2001). The inherent limits of predicting school violence. *American psychologist*, 56(10), 797.
- *National Center for Education Statistics. (n.d.). Fast facts: School crime (49).*
Retrieved from
<https://nces.ed.gov/fastfacts/display.asp?id=49#:%CB%27:text=Violence%20and%20crime%20at%20school,students%20enrolled%20in%202019%E2%80%9320>
- Ncontsa, V. N., & Shumba, A. (2013). The nature, causes and effects of school violence in South African high schools. *South African Journal of education*, 33 (3), 1-15.
- Noguera, P. (1995). Preventing and producing violence: A critical analysis of responses to school violence. *Harvard Educational Review*, 65(2), 189-213.
- Nourse, V. F. (1996). Where Violence, Relationship, and Equality Meet: The Violence against Women Act's Civil Right Remedy. *Wis. Women's LJ*, 11, 1.
- Peterson, R. L., & Skiba, R. (2000). Creating school climate that prevent school violence. *Preventing School Failure: Alternative Education for Children and Youth*, 44-3), 122-129.
- Sander, A.. (2021, Augest 12). *5 types of school violence And How IT Can Help*-Security Boulevard. Retrieved from <https://securityboulevard.com/2021/08/5-types-of-school-violence-and-how-it-can-help/>
- Schier. H.(January 1, 2008). *The Causes of School Violence*. ABDO Publishing Company, Minnesota, USA.
- Scott, T. M., Nelson, C. M., & Liaupsin, C. J. (2001). Effective instruction: The forgotten component in preventing school violence. *Education and treatment of children*, 309-322.
- Sela-Shayovitz, R. (2009). Dealing with school violence: The effect of school violence Prevention training on teachers perceived self-efficacy in dealing with violent events. *Teaching and teacher education*, 25(8), 106-1066.
- Smith, P. K. (2016). Bullying: Definition, types, causes, consequences and intervention. *Social and personality psychology compass*, 10(9), 519-532.

List of references

- Smith, P. K. (1994). Types of bullying behavior and their correlates. *Aggressive behavior*, 20(5), 359-368.
- Smokowski, P. R., & Kopasz, K. H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & schools*, 27 (2), 101-110.
- Stephens, R.D. (1999). School associated violent deaths. Westlake Village, CA: The National School Safety Center.
- Stephens, R. D. (1994). Planning for safer and better schools: School violence prevention and intervention strategies. *School Psychology Review*, 23 (2), 204-215.
- Volokh, A., & Snell, L. (1997). School Violence Prevention: Strategies to Keep Schools Safe. Policy Study No. 234.
- Walker, H. M., Irvin, L. K., & Sprague, J. R. (1997). Violence Prevention and School safety: Issues, Problems, Approaches, and Recommended Solutions. OSSC Bulletin, 41 (1), n1.
- Warner, B. S., Weist, M. D., & Krulak, A.. (1999). Risk factors for school violence. *Urban education*, 34 (1), 52-68.