

Mapping school violence: impacts, responses, and lessons learned from Brazil

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Abstract

This article investigates school violence in Brazil, analyzing how incidents are addressed by educational institutions. The research aims to evaluate whether school responses to violence are based on evidence-based strategies or rely on procedures known to be ineffective. Effective techniques, as documented in the literature, include comprehensive prevention programs, social-emotional learning (SEL) interventions, peer mediation, and community involvement strategies. To do so, 75 incidents of school violence, categorized into six different types and recorded between January and December of 2023, were examined. Data were collected from videos posted on social networks, video-sharing platforms, and news channels. Findings indicate that institutional responses to school violence are primarily reactive and insufficient, pointing to an absence of effective preventive measures. This ineffectiveness results from organizational deficiencies, particularly the failure of schools to learn from previous experiences and implement effective interventions. This study highlights the urgent need to restructure institutional approaches to school violence in Brazil, emphasizing the importance of adopting evidence-based preventive measures and promoting a culture of continuous organizational learning and improvement.

Keywords: violence; school; videos; social networks; organizational learning.

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1. Introduction

Violence in Brazilian schools emerges as a complex and multifaceted public health problem, raising significant concerns over the integrity of school environments. Recognized in both national and international studies (Debarbieux, 2006; Gardner *et al.*, 2003; Salmi, 2000), as a challenge of global scope, school violence manifests itself in various forms, adversely affecting the well-being of students and causing harm to the educational environment. The infiltration of community violence into schools (Brennan-Galvin, 2002), combined with the institutional tolerance of violent behavior (Harber, 2002), exacerbates interpersonal conflicts, and turns schools into arenas of dispute and hostility. This complex dynamic is further aggravated by social, economic, and cultural factors, such as persistent inequalities in Brazil and other tensions that transcend schools. In addition, the growing influence of social media and other digital platforms on students' lives introduces new dimensions to the problem, expanding the reach and visibility of violence. This raises new questions and challenges for schools that need to develop effective responses to address the causes and consequences of this disturbing phenomenon.

Despite the vast literature on the subject, we understand little about how school violence is portrayed and perpetuated through social media. Likewise, more research on how educational institutions respond to violence is needed. The digital age has led to new social challenges, including the intensification of school violence. The ability to post videos on the internet, not only rapidly disseminates images and narratives of aggression, but also contributes to the normalization of violent behavior among youth. Given the seriousness on this phenomenon, investigating school violence from a new perspective is imperative. The significant impact of media-constructed identities and the possible desensitization towards aggressive behavior, as discussed by Buvinić and Morrison (2000) and Debarbieux (2006) needs to be considered. Furthermore, the interaction between physical violence and cyberbullying, facilitated by digital platforms, suggests an additional complexity

in how violence is experienced and perceived in contemporary society. Therefore, research on how representations of violence on social media influence students' attitudes and behaviors is crucial—as are studies on the strategies adopted by schools to address violence and its repercussions. Understanding these dynamics is paramount to developing effective interventions that can mitigate school violence on both physical and digital fronts, promoting safer, healthier, and more inclusive educational environments.

This study aims to address gaps in the current literature regarding school violence. We aim to understand the current state of violence in Brazilian schools and evaluate the effectiveness of measures taken by institutions to address these manifestations. To do so, we analyze online videos that portray violent interactions. Through a qualitative content analysis, which was subsequently quantified, this article analyzes patterns of violence, analyzes interactions between the participants involved in such incidences, and evaluates how school respond to such events.

Academic literature on the subject reveals a growing concern over patterns of school violence and the role social media plays in amplifying this phenomenon. Analyzing online content, namely videos of fights at schools, is a critical tool for understanding the dynamics of this phenomenon (Anderson *et al.*, 2003; Huesmann, 2007). Research on how youth experience social media (Lenhart *et al.*, 2011), studies on “internet banging” (Patton; Eschmann; Butler, 2013), and discussions on privacy and “cyberbullying” (Marwick; Boyd, 2014; Stewart; Fritsch, 2011) underline the complexity of technology-mediated interactions and their impact on school violence. In addition, studies on teachers' and students' perceptions of school violence (Giordani; Seffner; Dell'Aglio, 2017; Plassa; Paschoalino; Bernardelli, 2021) and their ethical implications on educators (Nagle, 2018) highlight the need for multidisciplinary and integrated approaches to understanding and preventing violence in schools. We analyze school violence through examining online videos and place these incidents in the context of leading researchers' discussions on the subject. This approach allows for valuable insights into this phenomenon, and thereby contributes to the field of education and school safety by providing an analysis of the dynamics of violence in Brazilian schools and the educational responses to such incidents.

This study is organized into six sections: this **Introduction**, in which the context of the research is established, highlighting the relevance of studying school violence and the role of social media; a **Literature Review**, which explores previous work on violence in schools, providing a theoretical foundation for our study; our **Material and Methods**, which details the process of selecting and analyzing videos, explaining how data were collected and analyzed; the **Results** section, which present the main findings of the analysis, highlighting patterns of violence and institutional responses; next, in the **Discussion**, we compare data obtained through our research with other studies completed on this subject; finally, in the **Conclusion**, we reflect on the implications of our results for understanding and dealing with violence in Brazilian schools, suggesting new directions for future research.

2. Literature review

School violence in Brazil represents a complex and multifaceted challenge that has sparked intense academic research due to its wide-ranging repercussions on both public health and the integrity of educational environments. This study examines the intersection of school violence and social media, examining how digital media not only amplifies violence, but in some cases, can directly contribute to violent behavior among students. Our analysis focuses on how social media serves as a catalyst for violence, increasing visibility and broadening the impact of violent behaviors. We also address the question of how educational institutions respond to the novel online dimension of violence.

Anderson *et al.* (2003) and Huesmann (2007) highlight the significant correlation between exposure to violence in the media and the increased likelihood of aggressive behavior, showing how young people's constant exposure to violent content on social media can have profound consequences on social behavior. This perspective is reinforced by Lenhart *et al.* (2011)'s study that shows how negative experiences on social media, including online bullying, and involvement in physical fights, can have lasting effects on youth behavior. Patton, Eschmann and Butler (2013) introduce the concept of “internet banging.” This refers to the concerning use of social media by gang members and affiliates used purposely to incite and publicize acts of violence. This, thus, highlights the adaptive and alarming use of these platforms today.

Hasinoff (2013) and Salter (2013) challenge conventional perspectives on social media-mediated violence, arguing that social platforms can also be positive. These spaces can be creative and self-affirming outlets for today's youth. Some youth report that they have even been able to confront or deal with sexual violence on these platforms. Such contrasting views highlights the complexity of technology-mediated interactions and their impact on school violence. Marwick and Boyd (2014), in turn, discuss new conceptions of privacy that emerge with social media. Patton *et al.* (2014) and Zweig *et al.* (2013), on the other hand, examine forms of online violence and how they connect to face-to-face violence, pointing to the urgent need for integrated approaches that consider both dimensions of violence.

Other authors, including studies by Becker and Kassouf (2016), Gardner et al. (2003) and Tavares and Pietrobom (2016), explore the beliefs and factors that lead to violent behavior in schools. One such belief is the perception of violence as a legitimate means of conflict resolution. The authors also point to role of family and the socioeconomic context on the development of these behaviors. Marcum *et al.* (2014), Meireles and Guzzo (2019) and Rahman et al. (2020) broaden this discussion, focusing on the naturalization of violence in the school environment and the role of stakeholders in violence and cybercrime. Research on cyberbullying, represented by Stewart and Fritsch (2011) and Yu (2014), highlights the serious consequences of this phenomenon on the mental and physical health of victims; they also point out how it contributes to a deteriorating school environment. Nobre et al. (2018) and Silva et al. (2018) investigate the association between negative self-perception, school violence, and parenting practices, suggesting that the school environment reflects and reproduces dynamics of violence present in the family and greater social context.

The works of Assis, Constantino and Avanci (2023), Giordani, Seffner and Dell'Aglio (2017) and Plassa, Paschoalino and Bernardelli (2021) offer valuable insights into student and teacher perceptions of school violence and its consequences on educational practices and educators' well-being. Nagle (2018) addresses the ethical implications of using social networks as teaching tools; meanwhile, Górká (2018) and Silva Neto and Barretto (2018) discuss the importance of cyber-safety education and discipline polices in preventing violence. Finally, Anwer and Torkos (2022) and Garaigordobil and Martínez-Valderrey (2016) emphasize the need for prevention programs and effective response measures in schools to tackle violence and promote a peaceful coexistence. They highlight the complexity of school violence and the need for a multifaceted approach to addressing this problem.

Our short review underlines the need for a multidisciplinary and integrated approach to forge a comprehensive understanding of school violence, highlighting the significant role of social media. This study contributes to social science research on Brazil by examining the above phenomenon and actions taken by Brazilian educational institutions to address this growing problem. Our research is pressing in Brazil, where the interaction between social, cultural, and technological factors contributes to an increasingly worrying environment in the nation's schools. This study aims to provide valuable information for policymakers, educators, and the academic community, with a view to promoting a safer and more inclusive school environment.

Evidence-based interventions such as positive behavioral interventions and supports (PBIS), social-emotional learning programs, and multi-tiered systems of support have demonstrated effectiveness in reducing school violence and improving school climate (ardner et al., 2003; huesmann, 2007; garaigordobil & martínez-valderrey, 2016). simultaneously, cyber-safety education and critical social media literacy can address digital forms of violence (Górká, 2018; Marwick & Boyd, 2014; Nagle, 2018). moreover, restorative justice practices and peer mediation programs promote accountability and community engagement, transforming incidents into learning opportunities for all stakeholders (Assis; Constantino; Avanci, 2023).

3. Methods and Materials

This article examines the intricate issue of violence in Brazilian schools, examining the effectiveness of the institutional strategies employed to tackle this persistent challenge. Methods used in this study are based on the collection and analysis of data extracted from online videos posted on sharing platforms, news portals, and open media channels throughout 2023. Inspired by works such as those by Rogers (2013, 2015, 2016), which underline the growing importance of digital methods in contemporary social research, this study goes beyond the mere counting of views, recognizing the variability of this metric between different platforms. Our methodology is designed to avoid counting cases multiple times, ensuring that each incident of violence is counted uniquely, regardless of its presence on multiple platforms.

Seventy-five incidents of school violence were analyzed and reveal that violence takes on diverse forms: categorized as physical, sexual, moral, bullying, cyber, and psychological. This classification allowed us to track who was involved, the age and gender of those involved, participants' motivation, the context or location of violent incidents, and general reactions. We also recorded the interventions that followed violent acts and their subsequent effects. This methodological approach, essentially quantitative, included the collection of measurable data and documentary analysis of the videos, specifically in line with Rogers' (2013) perspective on the relevance of digital methods for social research. This approach is reinforced by Snee et al. (2016), who highlight how digital methods both provide new opportunities and present challenges for research, allowing data to be analyzed in new ways.

To identify and select videos, a set of carefully chosen keywords was used, a strategy recognized by Rogers (2015) as essential in online research, facilitating effective filtering of relevant content. The use of NVivo software was essential for coding organizing data into categories. The software allowed for a detailed analysis, allowing us to examine various types of school violence and highlight segments within the videos that illustrate each category of violence identified. This process not only optimized data organization, but also facilitated the identification of patterns and trends, an approach considered critical by Rogers (2016). Thus, this methodology

aligns with the recommendations of Snee et al. (2016) for the integration of advanced digital tools in the collection and analysis of social data, marking a significant advance in research methodology.

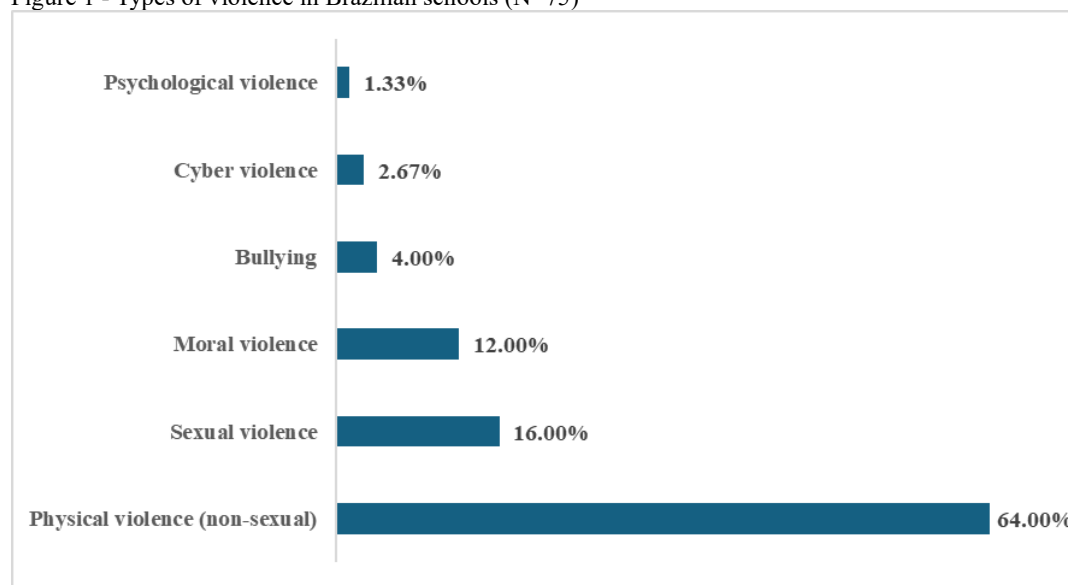
We decided not to disclose the names of individuals or institutions involved in the videos to preserve their privacy, especially considering the sensitivity of the materials that involve minors. This precaution reflects the study's responsibility and commitment to ethical standards.

It is crucial to recognize, as Rogers (2013) points out, that exclusive reliance on publicly available data from websites and news portals can restrict the ability to generalize the results. In 2023, there were likely many more incidents of school violence than analyzed in this study. Many incidents are not reported by the media; others are not reported to authorities and thereby left out of national statistics. This represents a limitation that future research could overcome by asking state and municipal education departments for access to records of violence in schools. At the same time, the adoption of digital methods, as suggested by Snee et al. (2016), represents a promising strategy for expanding the scope of research, and deepening the analysis of school violence to build a more complete understanding of the problem. From here we can forge more effective interventions and prevention strategies.

4. Results

Research results suggest a complex interaction between the various forms of violence, in which physical acts can be both preceded and accompanied by moral, sexual, and psychological abuse. Figure 1 shows the distribution of types of violence as they appear in the videos analyzed.

Figure 1 - Types of violence in Brazilian schools (N=75)

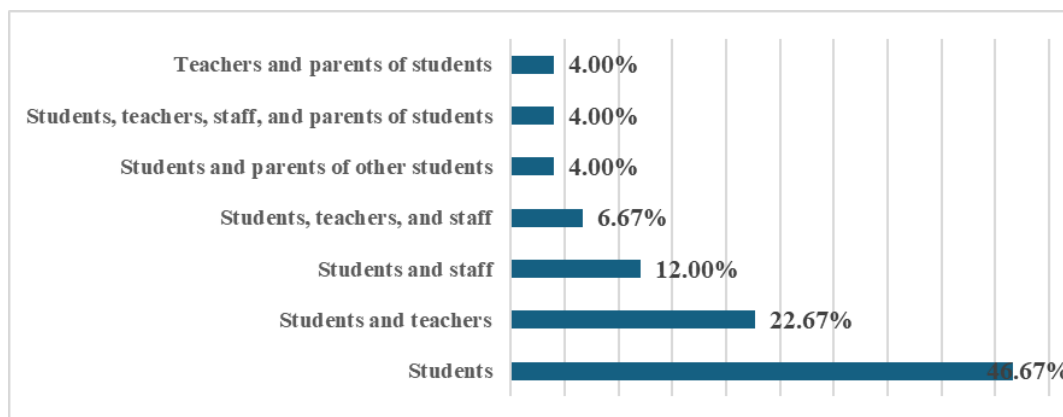


Source: YouTube platforms, news portals and open channels.

Around 64% of the cases examined in this study involved physical (non-sexual) violence, the predominant form of violence; this was followed by sexual violence, accounting for around 16% of incidents; moral violence followed with 12%. With lower incidences, we find bullying and cyberbullying, which account for 4% and 2.7%, respectively. These last percentages may seem less significant, but they are forms of violence that cause long-term psychological and social impacts on victims. Due to the peculiarities of cyberbullying, and how it spreads, the reach of such abusive interactions is incalculable. These incidents can be found on the internet indefinitely, or at least for a very, long time. Although psychological violence accounts for only 1.3% of the reported cases, we must bear in mind that this type of violence has the potential to inflict deep and permanent damage on victims' mental health. Also, it is possible that this type of violence is grossly underreported.

Figure 2 reveals the various layers of conflicts and interactions between students, teachers, staff, and parents, which indicate the existence of trends, tensions, and disputes involving the school community. The figure below shows some of these layers, also indicating the respective subjects involved in these confrontations.

Figure 2 - Percentage of subjects involved violent episodes in Brazilian schools, 2023. (N=75)



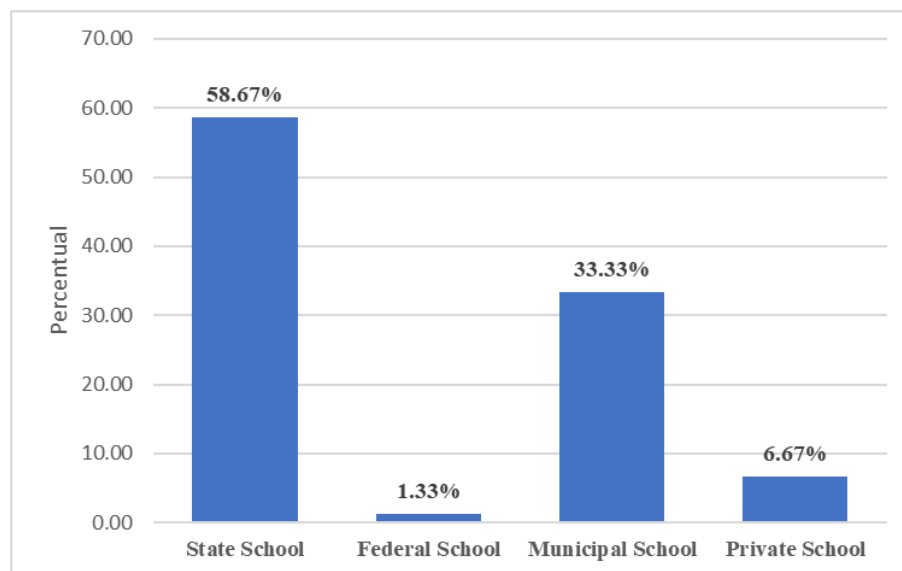
Source: YouTube platforms, news portals and open channels.

The most common type of violent episode includes clashes between students, which account for almost half of all cases (47.14%), indicating intense tension between students, which are as diverse as they are complex. Conflicts between students and teachers is the next most common type of incident, representing 25.71% of all cases. This suggests that there is a mismatch in the student-teacher dynamic motivated by either disciplinary issues, disputes over authority or differences in teaching approaches. Data thus indicate a decaying relationship between teachers and students, a connection that was once based on respect and admiration for educators. Violence is also seen in interactions between teachers and parents (5.71%), which shows a deep deterioration in the relationship between these groups. Finally, there are also conflicts between students and the parents of other students (4.29%), showing a concerning trend where parents are stooping to the level of adolescents. These findings confirm that violence transcends the school environment and extends to families, possibly reflecting wider tensions in the community and the decay of the school-family partnership fundamental to educating children.

Violent incidents involving students and staff account for 12.86% of all cases reviewed. Staff are responsible for the upkeep of the school's property and for the safety of pupils and teachers; carrying out these activities inevitably places staff in the role of supervising students and preventing them from damaging the school. They are also in charge of protecting teachers and students—responsibilities that can lead to violence. Few fights involve students, teachers, and staff at the same time (1.43% of all cases); likewise, cases that include all groups mentioned—students, teachers, staff, and parents (2.86%)—may indicate that generalized violence is less common. We should consider, however, that when these rare events do, it is difficult to resolve the conflict since reconciling the various interests of those involved becomes almost impossible.

Figure 3 shows cases of violence related who is responsible for running the school. The different proportions of cases reflect differences in school dynamics, resources available, the socio-economic context in which the school is inserted as well as the number of students linked to each type of institution.

Figure 3 - Rates of violence in Brazilian schools by administration level, 2023. (N=75)



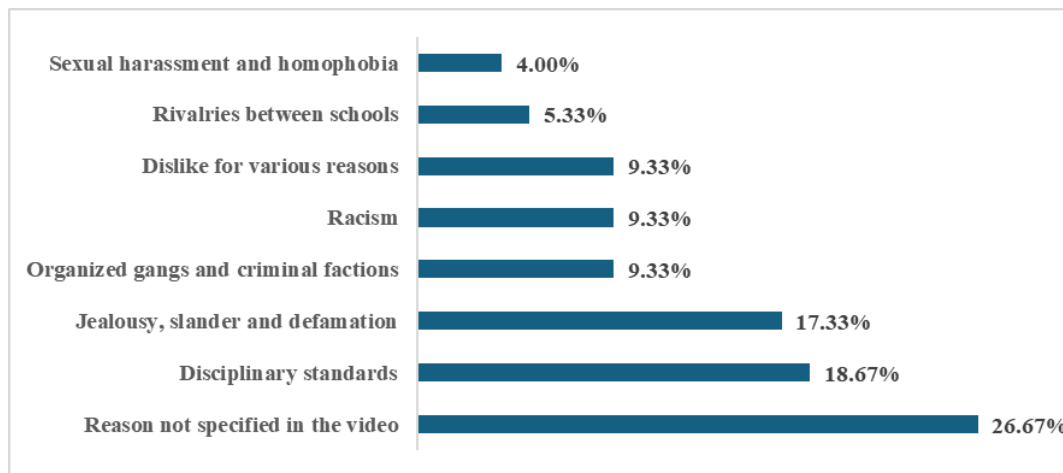
Source: YouTube platforms, news portals and open channels.

Data indicate that state schools are the most violent, representing 59.67% of all cases in our study sample. This higher rate may be related to the fact that state schools are usually larger, enrolling hundreds or even thousands of students. This invariably puts pressure on the limited resources schools are given to operate and sets the stage for tensions that can be difficult to manage. County-led schools come in second, representing 33.33% of all cases—reflecting similar challenges, although these schools usually educate younger children. On the other hand, federally run and private schools have much lower percentages, representing 1.33% and 6.67% of all cases, respectively. Regarding federally run schools, when comparing them with state and county run schools, it is important to acknowledge that these schools are not open to all students. Entry is through special admission processes, as is the case with schools linked to federal universities and the military. As for private schools, lower numbers may be related to the socio-economic status of the families who send their children to this type of institution; or it could be related to the environment of the schools that tend to have more classrooms and fewer students.

Data show that violence manifests itself in various contexts in and around school surroundings and includes digital spaces. Out of all the events we analyzed, approximately 37% occurred inside the classroom. This is significant, as it indicates that a space that should be safe is often violent. It also shows that teachers have partly lost their ability to act as conflict mediators; their presence no longer serves to prevent the occurrence of violence, of which they sometimes also become victims. The other 44% of events took place in different spaces within the school environment. These spaces often lack supervision and schools fail to establish effective security policies. A smaller but still significant portion of the events, 16% of the total, occurred near or around the school; finally, a small fraction of the events, 2.67%, took place exclusively on social networks.

Figure 4 shows the main reasons why confrontations occurred, according to the videos analyzed. Motivations are varied and include challenges launched on social networks, rivalry between communities occupied by rival criminal groups, racial discrimination, interpersonal disagreements, jealousy, slander, defamation, social pressure, offenses directed at students' families and others.

Figure 4 - Reasons for violence in and around Brazilian schools in 2023. (N=75).



Source: YouTube platforms, news portals and open channels.

Data analysis reveals a diversity of causes behind the fights; however, many of the fights occur for unspecified reasons, showing that the causes of conflicts are not always clear or within the reach of school administration. According to Figure 4, unspecified reasons account for 32% of cases. This is followed by disciplinary issues, which account for around 22% of the total. Jealousy, slander, and defamation come next, accounting for approximately 21% of the total. The other reasons for conflicts include gang and sport team rivalries, racism, and other personal conflicts, which each account for 11% of the total. Conflicts due to rivalries between schools, initiated by social networks and later converted into physical violence at school, account for around 6% of the total. This statistic highlights the impact of digital platforms on social interactions and how they can trigger disagreements offline. Finally, sexual harassment and homophobia account for approximately 5% of all incidents. Despite being less frequent in this sample, these are serious issues that demand special attention due to their profound impact on victims' lives.

The life stage of those involved significantly influences situations of violence, as do participants' maturity, their social status and gender. Children and adolescents may have difficulties dealing with intense emotions due to their developmental stage. At the same time, gender norms may contribute to aggressive behavior in boys and passivity in girls. Thus, social perceptions of violence can vary according to the life stage of both aggressors and victims, influencing the interpretation, treatment, and prevention of these incidents.

In around 80% of the cases analyzed, aggression was carried out by men; 10% of cases were carried out by women, and in 10% of the cases, the gender of the aggressor was not specified. As far as victims are concerned, approximately 50% are male, 30% female, and 10% involve both genders; in 10% of the cases, the gender of the victim was not mentioned. In terms of life stage, approximately 70% of the aggressors are adolescents, 10% are children and 5% are adults; in 15% of the cases, the age was not specified. Most victims were adolescents, accounting for around 60% of all cases; children represented 25% and adults 5%; in 10% of cases, age was not revealed.

As for age, in 10% of the cases, those involved were up to 12 years old, either as victims or aggressors. Approximately 50% of the cases involved teenagers, either as victims or aggressors. Around 5% of the cases mention the involvement of adults, mainly as aggressors. In approximately 35% of the cases, the age of those involved was not specified in the videos analyzed. In the specific case of victims, their ages range from 2 to 17, with the most frequent age groups being 12-13, 14-16 and 15-17, covering both genders. The age of the aggressors also covers a wide spectrum, from adolescents aged 9 to 18 to adults aged 20 to 47, with a higher prevalence of individuals aged 12 to 13, 15 to 17 and 16 to 19. This diversity of ages highlights the importance of considering age as a crucial factor in understanding and preventing violence.

5. Discussion

When comparing episodes of violence in Brazilian schools with the administrative and technical measures adopted, we see that these measures are predominantly reactive, being implemented only after incidents of violence. Although these measures are fundamental to dealing with immediate consequences, these actions have significant limitations. They rarely address the underlying causes of violence or promote the creation of a proactive school environment in terms of safety and well-being. Relevant literature, such as work

by Gardner *et al.* (2003) and Harber (2002), points to a critical flaw in this strategy, namely they do not account for risk factors and the root causes of school violence, such as bullying, discrimination and interpersonal conflicts. All the mentioned factors are rooted in wider issues, including psychosocial, family and community problems.

Educational institutions often fail to recognize the limited impact of disciplinary measurements in promoting long-term behavioral changes, opting instead for measures such as suspending or expelling students. Not only do these actions fail to resolve aggressive behavior, but they can exacerbate it. For example, when a student is sent to another school, the problem is simply transferred to others and the cycle of violence continues, as discussed by Brennan-Galvin (2002). Not following up with aggressors after punishment leaves room for resentment, which results from the punishment received. In addition, the emphasis on reactive measures contributes to a school climate marked by fear and distrust, especially when security measures are intensified, such as increasing police presence or restricting public access, practices which, according to Debarbieux (2006), can be counterproductive.

Limited resources and lack of ongoing supports, such as psychological care and conflict mediation programs, highlights the difficulty of establishing effective long-term measures; after all, these initiatives are often beyond the immediate reach of school administrators. This observation is corroborated by Anderson *et al.* (2003) and Huesmann (2007) who emphasize the importance of preventive and evidence-based interventions to effectively combat school violence.

Preventive strategies mentioned in the videos we viewed for this study are often characterized by imprecision and a lack of objectivity, such as promoting discussions about previous conflicts and establishing school protection and cooperation programs. These generic approaches suggest a need for more refined and contextualized actions; while such approaches are well-intentioned, lack of administrative autonomy, limited resources, and difficulties in promoting the continuous training of teaching and administrative staff can neutralize these efforts (Salmi 2000).

Based on our review, there is little discussion on methods of restoring parents' trust in school. We also know little about how to deal with the deterioration of teacher-student relationships or how to recover the teacher's authority. Also missing are discussions on how to replace large schools with many students with smaller, medium-sized institutions, given the greater difficulty of managing conflicts in larger, more populated environments. Similarly, there is no mention of how to properly manage student attacks on teachers—since merely transferring violent students to other schools is not an effective solution. Moreover, there is no clear stance on the student use of cell phones in schools. Measures that do not address the above are not true effective commitment to deal with the issue of violence in schools; they are merely band aids to appease public outcry. Even when attempts to adopt preventive measures are sincere, schools often find their plans frustrated by a lack of administrative autonomy, limited resources, and difficulties in ensuring continuous staff training.

However, it is possible to adopt consistent and effective measures, using data available at the school-level and using cases studies that offer proactive clues. Statistical analysis can identify potential risk factors, which can help prevent violent acts and/or minimize harm stemming from them. This data-driven approach promotes evidence-based practices and encourages continuous reflection by teachers and staff in search of innovative solutions, as suggested by Lenhart (2011) and Patton, Eschmann and Butler (2013). Implementing knowledge management systems based on comprehensive databases is essential in forging response policies and successful violence prevention programs. Together these actions could help transform schools into adaptable learning organizations capable of continuously evolving.

To strengthen organizational learning, schools can implement systematic data collection and analysis of incidents to inform decision-making, alongside the development of comprehensive prevention programs and continuous staff training. Such measures would allow schools not only to identify root causes of violence, but also to institutionalize practices that transform negative experiences into opportunities for effective and sustainable violence prevention. This approach is supported by evidence from international studies that demonstrate the importance of integrated strategies, including social-emotional learning and community engagement, in reducing school violence and improving school climate (Gardner *et al.*, 2003; Debarbieux, 2006; Garaigordobil & Martínez-Valderrey, 2016).

6. Conclusion

Violence in schools has affected Brazilian society for a long time; however, this issue has become especially serious in recent decades due to new dynamics and roles of schools and families in society, which are often in conflict. Decaying school-family relationships have also had negative impacts, making parents and students less likely to engage in the collective construction of solutions to violence.

Conflicts observed between students, teachers, staff, and parents in this study indicate a significant rupture in the community dynamics normally expected of educational institutions. This disruption is

demonstrated not only by direct confrontations, but also by the complexity of interactions involving multiple groups within the school environment. The predominance of confrontations between students, and the significant occurrence of conflicts between teachers and students point to a crisis in school authority and in administrators' ability to effectively mediate conflicts. The repetition of violent episodes, often highlighted by the media, suggests a failure in organizational learning within these institutions and an apparent inability to transform negative experiences into learning opportunities.

Although many episodes of school violence make national headlines and videos are shared online daily, little is known about the type of learning this attention generates within the education system. Since incidences occur so frequently, we must assume that previous failures do not inform preventative measures. Educational institutions, like any other institution, are capable of evolving and growing. Schools can learn from their own experiences and use them to become more proactive. More modern forms of management should make use of new experiences to make qualitative gains. For example, knowledge constructed from one's own internal failures can become inputs for successful subsequent interventions.

However, turning unsuccessful experiences into a source of learning is not always an easy task. After all, regularly reviewing one's own performance to identify areas for improvement requires not only political will, but also structural support. Contradictorily, in Brazilian educational institutions, organizational learning is one of the most neglected areas. When an issue of violence arises, the solutions proposed are almost always the same, repeated with each new episode, without a deeper reflection on their effectiveness. This attitude widens the gap between what schools should be and should represent and what they do and represent.

To help reestablish trust between schools and communities, accountability systems focusing on protecting students, teachers and staff need to be created. To do so, we need to combat the internal resistance within schools to forge change related to truly addressing problems of violence.

Ultimately, the fight against school violence is an effort to reaffirm the fundamental values of education, and schools as safe spaces for learning and growth. It's a fight that demands commitment, creativity, and courage from everyone involved, from policymakers to the youngest members of the school community. While this study highlights social media as a channel through which violence is often perpetuated, it is important to recognize that social media also has a positive potential. Platforms can serve as spaces for raising awareness, educating youth about the impact of violence, promoting campaigns against bullying, and providing support networks for victims. Future interventions should explore strategies to leverage these positive uses to further enhance preventive measures.

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