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# Strategies to control and address aggression in school

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# Strategies to control and address aggression in school

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*Abstract*: *Violence has become part of our daily lives. We meet it in real life, on the TV in the computer room.*

*Each of you probably know about the case of child victims of violence – in school, on the street or home. More serious problem is the aggressiveness of students to one another. Many of them feel seriously threatened and forced to resort to self-defense, but some – even refuse to go to school. The problems of adolescents are always up to date, but in times of social instability and moral values, devalue sharpen. Bad micro social conditions are a source of psychological traumas. Adolescents appear to be more susceptible to stressful situations in the family and in society in general.*

*We all experience personal and public dramas but youth is prone to radical reactions due to mental and physical characteristics of the age.*

**Keywords**: violence, aggressions, adolescents, school.

**INTRODUCTION**

Aggression in school is one of the most widely discussed topics these days.

Researchers are trying to reach the reasons for it, but there is still no clear concept of how society can cope with the growing problem. Therefore, attempts to restrict, control and overcome aggression have been met with hopes not only by parents and teachers.

The problem of overcoming and controlling aggression can be solved by working primarily in the school, then in the classes and, most importantly, in the family.

Each of these levels is equally important because school as an institution and class as part of the whole have an essential role in the development of children and the family as the main building block in society is the place where the young person is formed.

 Aggression is not something unknown to children.

Violence, cruelty and brutality exerted on children and children have increased tremendously. The notions of violence and insensitivity to pain and suffering are becoming more and more worrisome.

To solve this problem, we need to look deep into its roots.

 Aggression is one of the main problems in childhood.

More than half of children with mental problems are also described as destructive. Violence and aggression is a complex and multi-component phenomenon and manifests quite often in human relationships. It is an integral part of public history and dates back to ancient times. Where there is a country and a policy, violence is inevitable. Social, political, economic, and other types of changes in the state, in addition to positive results, also have negative consequences, including the intensification of acts of violence among adolescents. In the conditions of devaluation of values, of demoralization of society, of material material difficulties, violence becomes more and more widespread.

Above all, violence must be considered as a concept, its structure, content, functions, conditions and mechanisms of manifestation.

The term violence refers to acts - usually aggressive or criminal - designed to cause harm to humans, animals or (less often) property. It can also apply to any abuse depending on its severity. Damage to objects is generally considered to be minor compared to human violence. Violence turns people into objects and means, it humiliates and generates all forms of dehumanization to bring about alienation and inevitable self-destruction. Violence by form of expression is the most primitive aggression [1].

Violence is a phenomenon that can not be clearly defined and distinguished in science and in everyday use. When it comes to violence, the following aspects are in most cases affected: Hristo Popov defines violence and aggression as two terms that are similar in character but have some differences. It gives the following terminological definition of violence - "use or threat of use of force resulting in physical harm or destruction of property". Aggression, according to Popov [1], is "imposed by force self-assertion in a situation that is not always associated with physical damage".

According to Rigby (2008) [4], child victims can be passive and obedient, but on the other hand aggressive. Both types are characterized by having a low status among their peers, leading to non-acceptance and rejection by the general group. Child victims can react reactively (in attack on the part of the abusers they do not use force to protect) or proactively (they tend to aggression not only against the attacker but also with other children).

At school, aggression, children assimilate this type of behavior. As a result of an experiment conducted by Patterson, Littman and Bricker in 1967, it is established that pupils who have been victims of peer violence at the beginning of the school year, at the end of the same year often become aggressors themselves. But not all the victims of aggression learn similar lessons. Those who are often subjected to peer attacks but who manage to defend themselves using such violent acts are most prone to aggression. The conclusions are that victims of

violence copied the aggressive behavior they themselves have suffered.

Dodge suggests that aggressive children are more likely to attribute hostile intentions to their peers, resulting in negative events.

From an experiment, Perry and Kusel find that victims of violence can be divided into two categories: highly aggressive (as a consequence of violence) and low-level victims (children who show anxiety and insecurity; can be protected when attacked [2].

There is also a third type of pupils - those who choose the role of victim to ensure their approval, sympathy, and peer acceptance.

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A child who has been the victim of violence has a weak social sensitivity and can not interact fully with her peers. It interprets their intentions in their own way and attributes to them hostility, which in reality does not exist.

Violence generates violence - not only in the literal sense, when the victim strives to strike back with impact but also in the immeasurably more complicated and insidious sense when the assailant tries to justify his violence by exaggerating the evil of his enemy and thus increasing the likelihood of attacking him again (and again, and again ...) [3].

Witnesses and Assistants of Violence.

**EXPLANATION**

This is an attempt on my part to develop a strategy to curb aggression in schools and school-age children in general.

The project is planned to be implemented in Lyuben Karavelov Primary School during the school year 2016/2017.

I will present you a plan-strategy for a project under the name:

"Increasing sensitivity to school aggression".

**1. Goal:**

To develop students' knowledge and skills to build the class as an anxious and helpful community.

Democratic methods of class leadership are applied

Develop students' skills to participate in school policy making; pupils' skills for learning through experience and the ability to create rules in class, and hence raise awareness of bullying at school.

Improving the quality of teacher-student relationships, as well as between classmates, and revealing problems at school.

Creating a safe and secure environment in school.

Valuing values that students can resist aggression and violence.
Formation of such a model in school, which will lead to group cohesion.

## 2. Main activities:
The initiative to create a school policy can come from each of the stakeholders from the development of the school countries - parents, leadership, teachers, student councils, etc.
It is essential to develop and implement the policy, which must be democratic.
The goal of this process is to increase the bullying sensitivity at school.
Role and responsibilities of each group when implementing an effective bullying susceptibility policy.

2.1 Management activities - it depends on the successful implementation of school policy on "Raising awareness of school aggression", both in terms of document preparation and commitment, and by providing support to pedagogical staff.

2.2 Activities of pedagogical specialists - in the classroom emphasis is placed on building the class as a community.
Example: Students should clean the yard of the school, competing with each other.
As a result, a strong cohesiveness develops among students in one class because the winners are awarded a prize.
Putting individual work, friendship not as something we own, but as a value.
Example: Students draw a symbol of friendship to indicate what the friend values with him.

2.3 Student activities - initiatives to participate in school life such as: school council, school newspaper, charity initiatives.
At the heart of the project is the introduction of mediation as a means of peaceful resolution of conflicts at school. Mediation involves conflict mediation through a neutral third party in order to achieve a common solution to the problem that is acceptable to counter-parties.
School mediation is most apparent in the fact that the mediators are usually students. Within the approach, students support students.
This places the centerpiece of mediation projects as a means of peacefully resolving conflicts at school, the question of the selection of students, and of the teachers, who will assume this role.

2.4 Activities of the school psychologist - the school psychologist is a multiprofessional specialist who combines competence in the field of educational, clinical and social psychology, organized counseling and family counseling.
The subject of the psychologist's activity is to study and support the mental development and health of children and young people in all forms and levels of education and adaptation of the learners to the educational and social system.
When mediating a problem at school, a school psychologist could support their work by providing teamwork techniques and mediation decisions.

2.5 Parental activities - Parents would support the school bullying bullying policy by encouraging and motivating their children to cooperative and tolerant attitudes in school and the family environment.
Parents could take part in: the parental asset of the class, the school board, parents' meetings, the involvement of parents in the development of the school's strategy and performance assessment, participation in charity bazaars, sporting events and excursions.
Peer harassment is a problem that works successfully in combining unified efforts into various

forms of context - general school, group (positive climate), interpersonal (parents and teachers), individual (mental health and life skills of the child).
As a result of joint efforts of parents, teachers, psychologists and students, work can be done to find the best solution for each child.

**3. Action Plan:**

1. "Again at school" - exhibition of drawings "No violence at school" - September 2016; leaders - class leaders

2. Choosing a student council, parental asset and choosing student mediators to prevent school bullying - October 2018; leaders - class leaders and parents

3. Issuance of a school newspaper in connection with the Day of the People's Buddhists and the International Day of Tolerance - November 2018; Chiefs - School Board

4. Charity Christmas concert and bazaar with motto: "The Otherness as a Value" - December 2017; Leaders - Guidance, School Board, School Board

5. Poll and Discussion on "Do We Recognize Aggression in School" - January 2019; responsible - school psychologist and class supervisors

6. Sports competition: "Let's be together in the sport" - February 2019; responsible persons - parental asset, pedagogical counselor and class supervisors

7. Meeting the first spring: "Give Martenitsa to a Friend" - March 2019; responsible - school board and school psychologist

8. Nature Excursion: "Together in Nature" - April 2019; teachers - teachers and parents' assets / teachers, pupils and parents /

9. Essay on "Media and Violence" - awarding awards to the participants on May 24th - May 2019; school leaders, teachers, specialists from BEL

10. Concluding poll: "Do we recognize aggression in school" - June 2019; responsible - Psychologist, Student Council, Parental Assets and Leadership

11. Evaluation of project outcomes - school policy to raise awareness of school aggression - July 2019; Officers - Guide, School Board, School Psychologist, School Board, Parent Asset

**4. Methods:**
School policy should use non-violent methods to deal with aggression, with a focus on the humanistic approach.
It is based on the sincere wish of the teacher or mediator to understand the person who has harassed someone. The harassing others should not be "demonized."
This implies hearing and creating true two-way communication that would help change behavior and increase prevention of bullying susceptibility in school.
As a basis for the project, it is possible to engage in interesting activities because it is known that the main reason for school bullying is "boredom".
New approaches to dealing with aggressors in school are doing something like "a call to take

responsibility", which is a method of dealing with cases of family violence.
Appropriate approaches are "do not blame" and "shared care method". They are especially suited to cases of group harassment or aggression.

**Terms:**
I think the project would be effective by running one school year
(2018-2019).

**Responsible:**
School leadership, psychologist, pedagogical specialists, students and parents.

Expected results:
The message of this project is that aggression occurs at school because it is given opportunity. Consequently, the determination and resistance of the school community depends on its reduction and discrediting.
I think that through the activities, methods and the combined efforts of the school community and other social groups, we will increase the sensitivity to school aggression.

## CONCLUSION

Nowadays, a large part of the students is experiencing a sharp decline in knowledge, science, art - on the one hand, and on the other - a sharp increase from other needs, which in most cases we define as "demonstration of permissiveness", including aggression . It becomes very clear that there is a high degree of interdependence between the pupil's active participation in the learning process and its discipline.
The fact is that examples of aggression among children in schools are increasing. The aim of this project is to show that with aggression in school we can cope, if we all act together in this direction, students, teachers, parents.
The fact that news media related to aggression among children is increasingly reflected in the media shows that, until now, the measures that have been taken do not work. It reminds us that we need to look even more seriously at this problem because over time it may come out of hand. So far, my task is to offer my view of activities against school aggression, a problem that can not be solved through this project, but it would set a good start.
Prevention can help reduce violence in general by promoting social competence and providing hope for children to acquire competences in other areas of development.
Improvements in family functioning and parental behavior are related to a lasting and positive impact on the behavior of the child. Prevention of school violence can include primary prevention in children, especially when the intervention targets several key stages of development. School-based programs to prevent violence are not enough to change the course of events. Changes in school policies and the way schools deal with violent incidents among adolescents are essential.

## LITERATURE:

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