



By Miss Shiksha Lollbeeharry

Dated: 30.04.24

Word count:5292

## **Abstract**

### **SCHOOL VIOLENCE**

School violence is in existence in the Mauritian society. The violent learners keep disturbing the school environment. There is an increase of violent acts in the Mauritian colleges. The school management should find solutions for this phenomenon. The teachers in some colleges face difficulties to conduct some classes where violent learners exist. The school is called the temple of knowledge but when violence is reproduced, then necessary action should be taken to lessen it. The aim of the schools should be to reduce violent acts and promote the overall development of the children. School violence is a social ill in the Mauritian society. There is also verbal abuse and physical abuse in the Mauritian schools. Sometimes, in Mauritius, there are negative events produced at the colleges. In Mauritius, these serious phenomenon are noted: the demolition of school property by some violent pupils, peer conflict, drug abuse, sexual harassment and physical confrontation. School violence is related to the serious problem of anti-school gestures.

### **School violence related to Mauritian secondary schools.**

#### **Introduction**

School violence is in existence in many colleges. There is also verbal abuse and physical abuse in classrooms in schools In Mauritius, there are unhealthy events produced at the colleges at times. In Mauritius, there exist the demolition of school property by some violent pupils, peer conflict, drug abuse, sexual harassment and physical confrontation.

School violence can be related to serious problems, such as mental health issues, substance abuse as well as suicide. In Mauritius, there are students that are violent and have anti school behaviours.

A recent study shows that “positive school climate has the potential to break the negative influences that stem from poor socioeconomic backgrounds and to mitigate risk factors that threaten academic achievement,” says Ruth Berkowitz, co-author of the review study (AREA, 2016). A family environment that is well functioning and in which parents are connected to and available for their children, and who model effective coping strategies can have a protective influence on School Violence. Another protective factor can be peers that show prosocial orientation, skills and attitude (www.cdc.gov). Many researchers in the Netherlands show that school violence has a high impact on both teachers and students. School violence can have an impact on the social, psychological, and physical well-being of both students and teachers and influence the learning process (Johnson, 2009). In Mauritius, the positive school climate is crucial for the progress of the students. The parents, teachers, management cooperate in the good decision making of the institution for the progress of the pupils. A family like atmosphere should reign in the secondary institution and there should be also parental support to design strategies for the development of the students. The school violence has an influence on both the pupils and the teachers. The peer’s must should pro social orientation, skills and behaviour. The school violence has an impact on the educators. In addition, the school violence has an impact on social, psychological and physical well beings of the pupils and on the teaching and learning process.

There is an increasing amount of evidence that exposure to or experiencing school violence can be related to serious problems, such as mental health issues, substance abuse, suicide. “Students who were exposed to high levels of violence at school () were significantly more likely to experience clinical levels of trauma symptoms than students who were exposed to low levels of violence at school.” (Flannery, Webster & Singer, 2004). Either as a witness or as a victim, exposure to violence can be related to several emotional and behavioral problems, such as posttraumatic stress, anxiety, anger, depression, dissociation, and self-destructive and aggressive behavior (Breslau, Davis, Andreski & Peterson, 1991 as cited in Flannery et al, 2004). There are numerous problems with school violence in Mauritius. In addition, students may be having health problems, they may be victim of substance abuse and commit suicide. Some violent learners may have been facing clinical trauma symptoms than the learners that experience low level of violence. The violent pupils have different problems like emotional and behavioural constraints, stress, anxiety, disassociation, self-destructive and aggressive attitude in the secondary institution.

As victims of school violence students are more likely to suffer from higher levels of depression, anxiety, and loneliness compared to non-victimized children. Some students that suffer from persistent violence or bullying say that they tried to commit suicide, run away or refuse to go to school (Flannery et al, 2004). In Mauritius, the learners who are violent suffer from depression, anxiety and loneliness when differed to the ones that are not violent, they progress in their studies. It is true that some students refused to go to school and accept to do suicide as they are frustrated perhaps by their family conditions or peer group influence.

Many teachers report less work satisfaction due to school violence (21% in primary education and 26% in secondary education). In some cases, teachers call sick because of incidents of school violence (2,4% of all staff members) (Sijbers et al, 2014). Some teachers (4 %) are considering finding another job, at least partially, due to the safety issues in schools (Sijbers et al, 2014). In Mauritius, there are educators that say that they are less happy with the job of being educator at colleges. In addition, such educators outline that the students adopt anti culture school attitude. There are disturbances during the learning and teaching process by the pupils. The teachers are perplexed some violent pupils and when they are fed up, they want to call sick so as they can rest if they are too tired of the situation. Therefore, sometimes, the teachers want to change their work so as they have peace of mind.

As mentioned before, the Dutch government is monitoring school violence by performing the National Safety Monitor every two years. Also, the Central Office of Statistics (CBS) is gathering data about safety issues in the Dutch population. Review of country related statistical data on prevalence of school discipline issues Cyprus There is no mandated accountability system for recording school violence incidences in Cyprus public schools. In this section we describe evidence of the prevalence of school discipline issues by reporting school referrals sent to the Educational Psychology Services and the Direct Intervention Team due to behavioral issues(Sijbers et al, 2014).In Mauritius,there is school violence in many colleges and the

government keep monitoring the it. The rector keep a special file for the learners that are violent and see if they are gradually improving both in terms of their behaviour and performance. There are discipline that should be followed by the pupils at the secondary institutions and the rector's role is to assure the smooth running of the college.

Referrals could be viewed as an estimated measurement index of student discipline. Note that referrals are only sent when school staff determines that a specific behavioral incidence cannot be addressed sufficiently by administration and school staff and thus, additional external support should be sought. The Direct Intervention Team (DIT) is a ministry-level team, whose role is to visit schools upon referral, gather related information, problem solve with involved parties (parent, teachers, principal, student), and suggest a course of action. By definition, the team's role is reactive because it attempts to support schools after the occurrence of severe behavioral issues while the team does not work with schools to prevent future discipline issues (MoEC, 2009). Schools have increased their referrals to DIT over the last five years. During the 2015-2016, 52% of secondary schools and 36% of elementary schools sought assistance from (DIT) (MoEC, 2016). In Mauritius, rector must assure that discipline and safety is maintained during school hours. There exist some colleges where behavioural incidence are not recorded by the management as well as school staff. In our island, all the state colleges can report violent cases in the Ministry of education. Therefore, there are colleges where the rector have a 'laissez-faire' attitude towards the students.

Finally, the social intimidation, isolation and mockery of students from the whole class (27.8%), was the last reported form of school violence. On the other hand, in secondary education in sample of 33.112 students, 33% of them answered that had been under bullying behavior at least occasionally in the past. A noticeable proportion of 30% of those students answered that had at least rarely bully other classmates in the past. It is worth to be noted, that bullying among students of secondary, included mainly verbal violence (28.25%) and then physical violence (27.20%), following by derogatory comments (11.05%), threats (7.69%) and sexual harassment (2.64%). In this survey participated 3.667 primary school students, of which 1.971 were boys. There are bullying acts including mockery and insults. There may be bullying with physical

violence between classmates at secondary school (MoEC, 2016). In Mauritius, there are cases of bullying and the learners are affected by this event at colleges. There are intimidation, isolation and mockery. In the Mauritian colleges, there is bullying and it is in rise. There is verbal violence like using foul words between classmates in classroom at colleges. There may be sexual harassment in some colleges. In the colleges, physical violence is present and some students are prone to violent act in the school yard, classroom or in school bus.

In a study conducted in 2007 by Aracelo Oñate and Iñaki Piñuel, both members of the “Institut d’Innovació Educativa i Desenvolupament Directiu”, evaluated 25000 students from primary to secondary school of public, private and subsidized centres of 14 autonomous communities. In this research, it was pointed out that more than 500.000 children in Spain is suffering an intense abuse, which 54% are suffering from depression and 15% thought any time to commit suicide. There is also the positive part in that 19% of the cases, the own companions defend the accused. This study is called "Estudio Cisneros X ' Violencia y Acoso Escolar”, and has created a great impact and social alarm. In Mauritius, in colleges, there are some pupils suffering from intense abuse, many suffer from depression and suicide. There are some students who are adamant and commit many offences in secondary institutions. In addition, there is child abuse in the classroom. There is a social alarm on the rate of school violence in our island.

19% of children are passive victims (they are only experiencing violence), while 8% of children are "provocative victims" (both make and experience violence). 8% of children are violent towards other children on a daily basis, and themselves do not experience violence ( a total of 16% of children are involved in daily acts of violence towards other children). There is a significant correlation between the committed and experienced violence. In 37% of cases the violence is happening among children from the same school class, in 16% of cases the violence is committed by a child from a higher class (older child), in 11% of cases it is a child from the same generation but another class, and in 3% of cases, the violence is committed by child from a lower grade. □ 35% of boys and 31% girls experienced violence, while 33% of boys and 17% of girls are violent towards others. □ 39% of children were discussing violence with their parents,

38% discussed violence with a friend, 13% discussed violence with their brother/sister, 11% discussed violence with the teacher. 14% of children did not discuss violence with anybody. Netherlands In the latest report teacher staff state that generally they feel safe at school (94%). But 17% of them also stress the urgent need to increase the safety in schools. (Sijbers, Fettelaar, de Wit & Mooij, 2014). In Mauritian context, some students from lower secondary schools starts committing violent acts and they continue it till upper classes. The students usually discuss the violent acts with their classmates and then with the form teachers. The teachers guide the violent learners to be more discipline, for example, they are given warning forms and their parents are called for meeting with the rector to have a report on their wards behavioral progress as well as educational achievement.

The most common reported type of violence is verbal abuse: six out of ten teachers report this type of violence. Social violence (51%) and small physical abuse (47%) are also reported frequently by teaching staff. About one out of ten teachers (11% elementary education; 7% secondary education) was verbally abused by parents during the past school year and one out of twenty experienced physical abuse by parents (6% elementary education; 4% secondary education). Teachers also experience school violence caused by students. Most common type of school violence is physical violence (pushing, kicking and hitting) (MoEC, 2016). In Mauritius, there is also verbal abuse and physical abuse in classrooms in colleges. There are many parents that accuse, voice out against teachers, there may be physical abuse. There are some teachers are even abused by some violent students. The educators may be indulged in a conversation with some parents, that may end in a fight. In addition. the educators may suffer by having depression.

Verbal aggression is the most common behavior reported by students as victims: 20% of the students have experienced verbal aggression (shouting, scolded). Social exclusion (13%) and intentional physical aggression (11%) are the second most reported aggressive behaviors by students. One out of ten children say that they are afraid of other students. Less reported, but nevertheless important is the fact that materials are stolen (6%) or broken (5%) (Sijbers et al, 2014). For bullying, about 10 % of the Dutch population between 15 to 18 years report being a victim of bullying. (CBS, 2012). In Mauritius, there are students that are violent and have anti school attitude. The pupils have aggressive behaviour in the classroom, for example, they are

usually involved in teasing and fights with their classmates, it may be because they compete with each other in the educational sphere. The children outline that they are frightened by other violent pupils. The students' material are stolen and broken by violent learners. Hence, the students seek revenge and it usually ends with a fight in the classroom or yard of the college.

Recently, in 2015, the Law on Social Safety in Schools was issued. According to this law every school in the Netherlands is obliged to have a school policy regarding school safety. Schools must have a monitoring system to monitor the safety of students in school. One person is appointed to coordinate the school policy on school safety and prevention of bullying (Staatsblad, 2015). Presence of school discipline issues in media (newspapers, TV) Cyprus School discipline issues have been attracting media's attention frequently in Cyprus. Systematic media coverage on school violence could be interpreted in a couple of ways. In secondary Mauritian institutions, the rectors ensure that there is safety and security for all staffs and students. The media always assure that the pupils are given all the necessities to be in a safe environment at the colleges. Sometimes, there are bullying in the secondary schools, the students are very anxious and preventive strategies should be taken by management in order to reduce it.

First, school violence is a public health issue and whatever unhealthy phenomenon takes place in school settings is a societal issue, too. Public media aim to bring forward disconcerting school issues (e.g., school property destruction, arson, physical conflicts between student-teachers, bullying among students) to raise public awareness. Second, media have been taking a critical stand toward educational stakeholders (ministry, teacher unions) in order to put pressure for action taking (Staatsblad, 2015). In Mauritius, there are unhealthy event at colleges. There is school violence in our island, the result is destruction of school property, setting fire in class, physical violence between educators and pupils. In addition, such cases exist in our nation, the media outline school violence cases and note that the parents are conscious about their violent wards.

Another news report stated that 1080 referrals were sent to the Direct Intervention Team about severe student infractions over a six-year period. These infractions pertained to property destruction, peer conflicts, drug abuse, sexual harassment, physical confrontations, etc. The article also discussed the range of intervention programs offered by MoEC to support students and staff (Alfanews, 2016). In Mauritius, there is demolition of school property by some students, peer conflict, drug abuse, sexual harassment and physical confrontation. The violent students can be drug addicts and unconsciously they may be involved in certain fights that end to be disadvantageous for themselves as they destroy the school property and, sometimes, they have to pay back the rector for the lost done.

Reporter Online, 2016 outlined policy making for colleges. In Mauritius, there are policy making to prevent school violence in the country. The school's management usually try to maintain discipline for the pupils' development in their prestigious institutions. In the colleges, there are school violence and there may be physical assaults and the learners may be hospitalized.

A review and analysis of the articles shows that the media writes periodically about the behavior of students in schools, generally if a student, class or whole school makes a humanitarian gesture or score a particular success in a competition (a total of 72 articles), if some forms of undesirable behavior appears in schools (a total of 33 articles), in the case of change in amendments to the Law on education or the entry into force of the Order on the criteria for the imposition of pedagogical measures (a total of 13 articles, 9 articles in 2015 and 4 articles in 2014) in which it is written about the changes in this area and teachers' and unions' reflections on changes, praise and criticism on the new measures (Reporter Online, 2016). In Mauritius, there is competition between students. In Mauritius, there is problem of school violence because of competition between students. The pupils have undesirable behaviour at secondary schools. It is a reality that in the colleges, the pupils should accept competition in a positive way and should progress.

Except of the 15 articles if we include the one in which the student insulted the teacher, but previously she verbally insulted him, so this article could also go into the category of abuse of



students by teachers(Reporter Online, 2016)..In Mauritius,there is verbal abuse and physical as well as psychological maltreatment of both students and teachers in secondary schools.The media usually report about the school violence cases.There are abuse of students by educators as well as abuse of teachers by the violent pupils.

Media reports on individual cases of successful students (16 articles, 7 articles in 2016, 5 articles in 2015 and 4 articles in 2014). There are written 15 articles (8 articles in 2016, 4 in 2015 and 3 articles in 2014) about students working for school and investing in it and about the humanitarian work. In a positive context it is also written about the various successes of students and schools and on the participation of students in projects (8 articles, 7 articles in 2016 and 1 article in 2015). The media treat both, appropriate and inappropriate behaviour issues in all its forms inside schools and classrooms (however, in lesser degree). Whereas in some articles media deals in these behaviour issues only from the general point of view. We note that about the inappropriate behavior. It is written just as often in 2014, 2015 and 2016, while about the appropriate behaviors it has been written more in more recent articles than in articles in 2014.In Mauritius, the students participate in projects and they have conflicts with their friends as they may be competing with other groups. The media may treat problems of attitude of pupils as an inside school factor but, sometimes, it is because of lack of positive socialisation of students.

The major concerns and publications usually concerned more severe problems. Bullying is the most 'hot' issue and the vast majority of these publications concern this phenomenon. Bullying issues have predominantly appeared in recent years on the Internet and newspapers. The majority of those posts are limited to individual circumstances, which became widely known in Greece, because of their brutality. Only few publications refer to children who are potentially at risk, and even less refers in addressing these situations.(Feuerborn, Tyre, & King, 2015).Violence is a problem in secondary schools in Mauritian society. Bullying is a harsh reality in the colleges. There is bullying that proves there is brutality in secondary institutions. The children are at risk with bullying at the secondary school.

Bullying is an issue that certainly concerns the Greek education settings and society in general, although not through an organized action, but through piecemeal interventions, that have been developed and implemented by some self-proclaimed experts on this matter. Spain According to the review of the titles in the newspapers: Student with a crossbow kills a teacher in Barcelona. One girl committed suicide in Murcia after receiving abuse. A child tries to commit suicide in Fuerteventura for possible bullying. (Feuerborn, Tyre, & King, 2015) In the colleges in Mauritius, the students attack the teachers, they damage their cars, the students are bullied and face abuse as well as some commit suicide in the secondary school. In addition, the reason of their suicide is that they are very anxious about being negatively tag by their friends in the media or in the classrooms.

Alejandro, the child who had been accused of Olula, harassed four months without leaving his home. A school puts cameras in a conflictive classroom. A classroom in optimal conditions improves the performance of students up to 25%. How to face bad behaviour in classroom. Indiscipline has a negative impact in the classroom Savater argues that school indiscipline is due to the "crisis of family authority" □ The irruption in the classroom, main problem of school coexistence according to a report by the University of Oviedo. □ The 6.2% of the students from Extremadura create conflict in the school. (Feuerborn, Tyre, & King, 2015). In Mauritian secondary schools, there are conflicts between students because of family crisis. In addition, sometimes, the families of the students are poor, lack resources and school materials, food and clothing. In the school, students may be orphan as well as in poverty and they are bullied. Hence, they revolt and usually become violent. There is indiscipline in class and the violent students are in rise in our island. □

Education form teachers and families to prevent bullying. Survey data analysis Survey questionnaire In order to gain an insight on the teacher attitudes towards implementation of SWPBIS approach in schools, the partner teams administered a survey tool on school discipline in schools in their countries. The questionnaire used in this survey study is translation of the Behavior and Discipline (Feuerborn, Tyre, & King, 2015). In Mauritius ,education forms the educator to reduce bullying at colleges. There are surveys done by the education officer from the

ministry in order to reduce violence. The school discipline should be sine qua non for the students' betterment.

Behaviour plans do not work well in our school.. Parents in the community don't seem to care about how their children behave at school. I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.. I feel that rewarding students is the same as bribing them. I resent being asked to do one more thing. If students are not disciplined at home, they are not likely to accept any discipline at school. (Feuerborn, Tyre, & King, 2015).In Mauritius,the students are violent because of the lacuna of socialisation by parents. The parents should be the role models for the children but today they are more concern with other things in their lives rather than guiding their little angels to act according to norms of the society.Discipline starts from homes but some parents have fail in their duty to transmit good values to their children.

There are many records of their students in the secondary institution in order to assess their progress in their attitude, educational development as well as overall development.(Feuerborn, Tyre, & King, 2015).The survey results provided a researchers from five participating countries with the rich data on the ways in which teaching staff, administrative personnel and other school staff perceive behavior and discipline related issues. These findings are good bases for the implementation of the SWPBS approach in schools, with appreciation of differences among schools systems. Overall, the survey findings are promising. They indicate school teachers and staff willingness to implement schoolwide preventive approaches in their schools. Also, the results indicate participants overall positive attitude towards teaching job and school climate. In Mauritius, the educators collaborate to implement preventive measures in order to reduce violence at colleges. The preventive measures should be implemented in all colleges in Mauritius to lessen violent acts. The teachers, management and parents should collaborate for reducing violence at schools and improving your wards' results.

Algozzine, Chuang, & Violette, 2011 pointed out that secondary students indicated that teachers would apply punitive measures inconsistently. Interestingly, teachers both at the elementary and secondary levels had reported that students would show low levels of respect toward school staff. Main recommendations emphasized among other things the need for a whole-school approach to address school violence and to improve school climate. In Mauritius, in some colleges the relationship between the students and the educators have deteriorated. In addition, as some students lack socialisation, they use foul lingua franca and disturb the class. They are mostly slow learners and are violent at times as they may be having personal family problems. Hence, they passing through a period of transition in adolescence and they want to forge a status, so many of them show that they are mature. They are prone to violent behaviour at college. They refuse to abide to rules of the college.

Media coverage includes two main categories of information on school discipline: (a) magnitude/frequency of violence acts and steps taken by the ministry to address violence incidences across school levels (primary and secondary); and (b) topographical descriptions of violence incidences. For the first category, a few examples of media coverage are listed below. According to a news article in April 2016, 1051 school referrals were sent to the Direct Intervention Team between the years of 2010 to early 2016 seeking support for school discipline issues (Staatsblad, 2015). In Mauritius, the media is indulged in reporting for school violence to assure that every event at colleges is according to law and justice. The media coverage outlines the school violence in the island and allow the intervention of the ministry and educational institutions to take actions for the safety of students at colleges. Many secondary schools support discipline in the country ,however, violence still exists.

Specifically during the 2015-2016 school year more than half of secondary schools and 30% of primary schools in Cyprus collaborated with the Direct Intervention Team to resolve discipline issues (Paideia News, 2016). In a news article early December 2016, there was a description of MoEC's guidelines to secondary schools on how to tackle school violence issues. The article outlined six steps schools should follow to prevent and/or manage student infractions. School steps included conducting a needs assessment on school violence, developing an action plan, selecting intervention programs to address school needs, sending referrals to Direct Intervention

Team for severe cases, and evaluating action plan (Psillou, 2016). In Mauritius, there is the ministry that decide what type of actions should be taken to reduce violent acts of students. The ministry has the guidelines on how to counteract and deal with the violent pupils. In addition, they know what type of punishments should be given to the students when they disturb class, for example, they can be given detentions in the afternoon. The ministry has action plan and arrange talks on violence in Mauritius.

A news report in September 2016 covered MoEC's press conference on interventions and programs offered for tackling school violence. At the press conference, the Cyprus Minister of Education along with other educational stakeholders described MoEC's commitment to support school efforts in preventing and managing school discipline issues (Cyprus Times, 2016). A couple of examples of media covering topographies of school violence include the following: A recent online newspaper article described a physical conflict between two secondary students that resulted in the hospitalization of one of them. In Mauritius, there are school preventions programs counteracting violence. The ministry always help for solving school violence problems. There are students that fight and finally they are hospitalised and they miss out their lessons at secondary school.

In another media coverage, the attack of a 16-year-old female student by two other female students was reported. The victim was beaten severely by her peers while by-standers were video-recording the student beating. The video circulated in social media causing public upset. In sum, media in Cyprus tend to cover severe violence incidences and press conferences/releases of the Ministry of Education. This coverage is frequent aiming to raise public awareness and pressure on MoEC to refine policies and strategies on minimizing school violence. Croatia Articles published in the electronic media, namely Slobodna Dalmacija, Večernji list, Jutarnji list and Dnevnik hr., from 2014 until 2016 (a total of 133 articles) were analyzed. In Mauritius, there are fights by violent students, it may be to ask for money. There may be public anxiety because of this event as the parents and management won't appreciate this negative action. In such circumstances, there is the involvement of the ministry to reduce violence and remedy the situation.

The articles mainly criticize these types of behavior and call to the school to introduce severe penalties or some other measures that would be aimed at reducing inappropriate behavior of students. In a positive context, about the behavior in schools it is mostly written about the success of students in competitions (33 articles, 16 articles in 2016, 11 articles in 2015 and 6 articles in 2014). Most articles (7) write about the successes in competitions in robotics, 4 articles are writing about success in the competition in geography and 4 articles write about successes in competitions in informatics, 2 articles write about successes in competitions in each subject: mathematics, natural sciences (physics, biology, chemistry), religious education and music, 1 article writes about the success in the competitions: in chemistry, ecology and development of crystals, 4 articles write about events designated for vocational schools (construction, mechanics, catering and tourism, and plumbing, heating and air conditioning)(Reporter Online, 2016).In Mauritian context, colleges have many rules and according to the regulations the violent learners are punished. The secondary institutions have proved to have success in their educational sphere as they implement new rules, for example, the vocational classes have better grades. In addition, they compete for even good marks in different subjects.

### **Schools should review policies that perpetuate violence**

This study also found a disturbing trend where some pupils have no faith in the school structures to resolve problem among them and so tended to take the law into their own hands to outline that justice was served. When teachers do not protect the learners from bullies, this sends a message to bullies that what they are doing is according to norms and regulations at colleges. Secondary institutions should regularly review all their policies, their culture as well as school climate to assure that they do not perpetuate violence unintentionally.

### **STRATEGIES TO REDUCE SCHOOL VIOLENCE**

Mauritius is a multicultural society where school violence is in existence. Many secondary schools have the problem of indiscipline. So, to fight drugs as well as substance abuse, it is suggested that schools should establish partnerships with all stakeholders who have an interest in education. There should be democratic school governance theory which incorporates the

inclusive and democratic pillars of involvement for the overall development of the child at schools.

### **Conclusion**

School violence is in rise in Mauritian schools. The verbal abuse and physical abuse are present in the classrooms in schools. In Mauritius, there are violent events at times in the colleges in our island. In Mauritius, there are the demolition of school property by some violent pupils, peer conflict, drug abuse, sexual harassment and physical confrontation.

School violence can be related to the serious problem called indiscipline.

### **References:**

1. Algozzine, Chuang, & Violette, 2011 -ResearchGate  
<https://www.researchgate.net/publication/36649888..>

2.

(CBS, 2012), (Staatsblad, 2015), (Alfanews, 2016), (Reporter Online, 2016), (Feuerborn, Tyre, & King, 2015), (Sijbers, Fettelaar, de Wit & Mooij, 2014), (Sijbers et al, 2014), (MoEC, 2016), 2007 by Aracelo Oñate and Iñaki Piñuel -ResearchGate  
<https://www.researchgate.net/publication/32142470...>

3. Johnson, 2009

, (Flannery, Webster & Singer, 2004), (Breslau, Davis, Andreski & Peterson, 1991 as cited in Flannery et al, 2004), (Flannery et al, 2004), (Paideia News, 2016), (Staatsblad, 2015), (Psillou, 2016), (Cyprus Times, 2016), (Slobodna Dalmacija, Večernji list, Jutarnji list and Dnevnik hr., from 2014 until 2016, Reporter Online, 2016)- Education Week

<https://www.edweek.org/leadership/2016/11->

4.

(MoEC, 2009), (DIT) (MoEC, 2016). -Study.com  
[https://study.com/.../Resources for Teachers](https://study.com/.../Resources-for-Teachers)