

SCHOOL VIOLENCE BETWEEN ADOLESCENTS: PREVALENCE AND FACTORS ASSOCIATED TO VICTIMS AND AGGRESSORS

VIOLÊNCIA ESCOLAR ENTRE ADOLESCENTES: PREVALÊNCIA E FATORES ASSOCIADOS A VÍTIMAS E AGRESSORES

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ABSTRACT

Objective: analyzing the prevalence of school violence among Brazilian adolescents, focusing on the factors associated with the behavior of victimization and aggression in school actors. **Methods:** cross-sectional study with 678 students from 10 to 19 years of age in public municipal schools of *Campina Grande*, Brazil. The following variables were analyzed: sex, age, school violence, physical, psychological, material, virtual, and symbolic violence; use of alcohol, melee weapons, and firearms at school. The *Escala de Violência Escolar* (EVE) was used. Data were organized using the statistical program SPSS, considering a significance level of 5% and a confidence interval of 95%. **Results:** school violence was reported by 86.3% of students. Female adolescents were victims of psychological violence (79.7%), while male adolescents were more victimized by physical violence (65.4%). An association was found between the variable "being an aggressor" and "use of alcohol" ($p < 0.001$; $RP = 3.92$ [2.01-7.65]), "carrying melee weapons at school" ($p = 0.03$; $RP = 2.17$ [1.08-4.34]) and "carrying firearms" ($RP = 17.73$; [2.32-135.02]). **Conclusion:** school violence is high and involves, predominantly male students, who show risk behavior both as victims and as aggressors.

Keywords: Violence; Academic Institutions; Adolescent; Crime Victim; Aggression.

RESUMO

Objetivo: analisar a prevalência de violência escolar entre adolescentes brasileiros com foco nos fatores associados aos comportamentos de vitimização e agressão entre os atores escolares. **Métodos:** estudo transversal com 678 estudantes de 10 e 19 anos, de escolas públicas municipais de *Campina Grande*, Brasil. Analisaram-se as variáveis: sexo, idade, violência escolar, violência escolar física, psicológica, material, virtual e simbólica; uso de álcool, arma branca e arma de fogo na escola. Utilizou-se a *Escala de Violência Escolar* (EVE). Os dados foram organizados com o programa estatístico SPSS, considerando-se o nível de significância de 5% e intervalo de confiança de 95%. **Resultados:** a violência escolar foi reportada por 86,3% dos escolares. Adolescentes femininos foram vítimas de violência psicológica (79,7%), enquanto os masculinos sofreram mais vitimização por violência física (65,4%). Observou-se associação entre a variável "ser agressor" com o "uso de álcool" ($p < 0,001$; $RP = 3,92$ [2,01-7,65]), "portar arma branca na escola" ($p = 0,03$; $RP = 2,17$ [1,08-4,34]) e "portar arma de fogo" ($RP = 17,73$; [2,32-135,02]). **Conclusão:** a ocorrência de violência escolar é elevada e envolve, predominantemente, estudantes do sexo masculino, que demonstram comportamento de risco tanto como vítimas quanto como agressores. **Palavras-chave:** Violência; Instituições Acadêmicas; Adolescente; Vítimas de Crime; Agressão.

RESUMEN

Objetivo: analizar la prevalencia de la violencia escolar entre los adolescentes brasileños con un enfoque en los factores asociados con las conductas de victimización y agresión entre los actores escolares. **Método:** estudio transversal con 678 estudiantes de 10 y 19 años, de escuelas públicas de *Campina Grande*, Brasil. Se analizaron las siguientes variables: género, edad, violencia escolar, violencia escolar física, psicológica,

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material, virtual y simbólica; consumo de alcohol, armas blancas y armas de fuego en la escuela. Se utilizó la Escala de violencia escolar (EVE). Los datos se organizaron utilizando el programa estadístico SPSS, considerando un nivel de significancia del 5% y un intervalo de confianza del 95%. **Resultados:** el 86.3% de los estudiantes reportaron violencia escolar. Las adolescentes fueron víctimas de violencia psicológica (79.7%), mientras que los varones fueron más víctimas de violencia física (65.4%). Hubo una asociación entre la variable "ser agresor" con "consumo de alcohol" ($p < 0.001$; PR = 3.92 [2.01-7.65]), "llevar un arma blanca a la escuela" ($p = 0, 03$; RP = 2.17 [1.08-4.34]) y "llevar un arma de fuego" (RP = 17.73; [2.32-135.02]). **Conclusión:** La incidencia de violencia escolar es alta e involucra predominantemente a estudiantes varones, quienes demuestran comportamientos de riesgo como víctimas y agresores.

Palabras clave: Violencia; Instituciones Académicas; Adolescente; Víctimas de Crimen; Agresión.

INTRODUCTION

The World Health Organization (WHO) defines violence as the intentional use of physical force or power, be it directly or indirectly, by threatening oneself, another individual or the collectivity, leading to the possibility of lesion, death, harm, disability, or deprivation.¹

Put in another way, it is the attempt to take power back illegitimately, using force against the other through actions or their symbolic equivalents.² Violence affects all age groups, ethnicities, beliefs, religions, human, family and professional groups, with no regards for geographic region in the country or in the world. As a result, this study aims to focus around juvenile violence, a segment of this wide phenomenon.

One of the most evident manifestations of violence in society is among the young. It involves, especially, individuals from 20 to 21 years of age, although the WHO considers, as adolescents, individuals from 10 to 19 years of age.³ This typology of violence frequently starts at puberty, and tends to be increasingly extreme as adolescence progresses, and is likely to persist during adult life. Among adolescents, violence emerges, primordially, in the behaviors manifested within the schools, meaning that school violence is a serious and complex social problem, potentially the most frequent with regards to youth violence nowadays.⁴

The term school violence refers to acts or actions of violence that involve aggressive, antisocial, and/or interpersonal conflicts, property damage, crime, marginalization and discrimination, practices by the members of the school community, a group that includes students, workers, professors, and relatives. These can derive from, "routine", school daily-life situations, but can also be the serious circumstances of explicit aggression, and everything in between.⁵

School violence can manifest in many ways, which are: physical, psychological, material, and virtual. Physical violence is understood as any act that affects the physical integrity of a person, such as slapping, pushing, pinching, punching, etc.; psychological violence refers to actions that are psychologically and/or emotionally harmful, such as threatening, provoking fear, and verbal degradation by diminishing or ridiculing; property or material violence refers to the damage caused to materials belonging to institutions or persons, including theft; and virtual violence refers to the damage caused using electronic or digital means, which goes beyond any notion of time and space, since the virtual environment becomes the site of the production of violence.^{5,6}

The violence in Brazilian schools, in the last decades, became visible. It is part of a global trend which is one of the greatest worldwide challenges to the educational sector and has become a complex and severe public health issue, due to the intimate relation between health and violence, since one feeds the other. The first strongly affects the second as it can provoke traumas, lesions and death, diminishes the quality of life and demands a reconfiguration of health services for a multi-professional and interdisciplinary assistance to be offered.⁷

Throughout the world, nearly 130 million students (on average, one every three students) suffer intimidation/psychological violence at school; approximately three out of every ten adolescents (17 million) in 39 European and North American countries, admitted to having intimidated others at school.⁸ In Brazil, the *Pesquisa Nacional de Saúde do Escolar* (PENSE) revealed that 7.4% of Brazilian students felt, most of the time, bothered, sad, offended, or humiliated by school colleagues who "joked, mocked, made fun of", intimidated or made fun of them; 19.8% practiced acts of humiliation; 23.3% got involved in a fight and/or physical fight in the 12 months prior to the research.⁹

Both the multiplicity of dimensions in the setting that ratifies the global dimensions of the phenomenon and the studies conducted about the prevalence estimates found about school violence depend on the population being studied and on the conceptual criteria regarding school violence, which, however, still has shortcomings with regards to the scientific knowledge on the theme. Nonetheless, the modality that mostly affects routine of the school stands out: it is, specifically, the violence between students, a violence that is naturalized among them.¹⁰

According to the above, it stands out how relevant it is to understand the dynamics of the process of school violence generation, and the factors that feed into this phenomenon, according to regional, socioeconomic, and cultural settings.

Regarding the issue at hand, this article aims to analyze the prevalence of school violence among adolescents, focusing on factors associated to the behaviors of victimization and aggression between the actors of the school environment.

METHODS

Cross-sectional study carried out in the city *Campina Grande, Paraíba*, Brazil. The city has a medium-sized population, with approximately 385,213 inhabitants, 12 municipal schools in the urban area with 2,565 students from 10 to 19 years of age, regularly enrolled in 2014.¹¹

Subjects were chosen to participate as long as they were in accordance to the World Health Organization definition of adolescent: being from 10 to 19 years of age;³ being adolescents; regularly enrolled between the 6th and 9th years of elementary education; being in the classroom at the moment of data collection.

The probabilistic cluster sample in one stratum (classes) and the sample calculation carried out considered a prevalence of 50% school violence. A confidence level of 95% and a 5% error margin were established, as well as a 1.7 design effect (Deff), with 20% of the sample added to compensate losses. The final sample was estimated in 678 adolescents, to guarantee the representativity of the sample and that the number of students per school was proportional; the total number of students participated, meaning there were no losses.

Data collection took place from March to July 2014, in two stages. The first one involved visits to the classes from the 6th to the 9th elementary years of each school to show and deliver the Free and Informed Consent Form (FICF) to be signed by the parents of the students. At this point, a date was scheduled for the devolution of the FICFs and an application of the questionnaires.

The second stage involved collecting the signed FICFs, as well as the Consent Forms signed by the adolescents. After that, the instrument *Escala de Violência Escolar* (EVE) was applied. It is a previously validated questionnaire, including information regarding sex, age, cases and types of school violence (physical, psychological, material, virtual and symbolic violence), people with firearms or melee weapons, the use of alcohol and other legal drugs (tobacco) and of illegal ones (marijuana, cocaine, crack, and glue).⁴

The *Escala de Violência Escolar* (EVE) is based on a Likert scale, since it aims to investigate the frequency and severity of school violence, as well as to identify victims and aggressors. To do so, with regards to the items to verify the frequency of school violence, the options to select as an answer are: none, once or twice, three or four times, five or six times, or seven times or more.¹² The scale is made up of four sub-scales which address

four dimensions: victimization of school violence practiced by students against students; victimization of school violence practiced by workers toward students; school violence related to assaults practiced by a student against another student; and risk behavior in the last six months before the application of the instrument.⁴

Data was input into the Statistical Package for the Social Sciences (SPSS®), version 18.0, being later submitted to descriptive (absolute and relative distributions, means, and standard deviations) and analytical statistics (chi-square and Fisher's exact test), adopting a 5% significance level.

The research was approved by the Research Ethics Committee of the *Universidade Estadual da Paraíba - UEPB* under CAAE 27623214.3.0000.5187, following the ethical precepts of Resolution 466/2012 from the *Conselho Nacional de Saúde* from Brazil. Regarding the students who participated on the research, those below 18 years of age were authorized by their parents and/or tutors via the Free and Informed Consent Form (FICF), but the free-choice right of the adolescents was respected, and their signature in a Consent Form was also required so that they could participate in the research.

RESULTS

Most adolescents were female (61.2%), from 10 to 14 years of age (86.7%) with a mean age of 12.67 and a median of 12.0 (SD± 1.61).

According to the data presented, 86.3% of the students reported having been the victims of school violence. From the students who suffered school violence, 86.2% were victims of more than one type of violence in the same period, while 13.3% were the victims of, simultaneously, five different types of school violence. Regarding the type of violence, 78.5% of the students were victims of psychological violence, 63.3% of physical violence, and 41.4% of material violence (Table 1).

It was found that 86.9% of female students and 85.1% of male students were the victims of school violence. Most adolescents (87.9%) were victimized by multiple types of violence, while most female adolescents had a higher chance of being the victims of only one type of violence (15%) (Table 2).

Regarding the types of school violence each was victimized by, female students were, predominantly, submitted to psychological violence (79.7%). Male students were more commonly victims of physical (65.4%) and material (47.9%) violence; virtual and symbolic violence were found to victimize a similar percentage of students from each sex. The association between the variables "material violence" and "sex" was statistically significant ($p=0.007$). However, no associations were found between "sex" and "physical violence" ($p=0.361$), "psychological" ($p=0.304$), "virtual" ($p=0.998$) and "symbolic violence" ($p=0.816$).

Table 1 - Distribution of school violence according to its typology, in schools from the municipal public school network in the city of *Campina Grande, Paraíba, Brazil, 2014*

Variable	Frequency
School Violence	
Yes	585
No	93
Total	678
How many types of violence were suffered	
1	81
2	128
3	164
4	134
5	78
Total	585
Physical violence	
Yes	429
No	249
Total	678
Material violence	
Yes	281
No	397
Total	678
Psychological violence	
Yes	532
No	146
Total	678
Virtual violence	
Yes	214
No	464
Total	678
Symbolic violence	
Yes	303
No	375
Total	678

Among the students from 10 to 14 years of age, 86.4% declared to be the victims of violence, while among the older students (15 to 19 years of age) this percentage was 87.5%. Similarly, the younger students (10 to 14 years of age) reported, in most cases, to be victims of only one type of school violence, while a higher percentage of the older students (15 to 19 years of age) showed to be victims of multiple types of school violence.

The results also show that the age group from 15 to 19 years of age, regardless of sex, had the highest percentage

of victims of all types of violence: physical (64.8%), material (44.3%), psychological (82.0%), virtual (34.0%), and symbolic (59.0%).

There was a significant association between symbolic violence and the age of the students ($p=0.003$). No associations were found between the ages of the students as divided in two groups and physical ($p=0.748$), material ($p=0.496$), psychological ($p=0.418$) and virtual ($p=0.547$) violence. Regarding violence between peers, 86.3% report being the victims of violence from other students, while 51.1% reported having been the victims of violence caused by a worker, indicating the peer violence takes place more often (Table 2).

Regarding the profile of the aggressor, 46.8% of students reported to have practiced some type of violence against another student from the same school. From these, 62.4% declared to practice multiple types of violence against their peers.

On the other hand, many male students are both aggressors and victims, since 95% of the students who admitted practicing violence against other students also referred to themselves as victims of some type of school violence. Similarly, the association between the variables being an aggressor and being the victim of school violence was significant ($p<0.001$). The risk of an aggressor to be the victim of school violence was 10.57 times higher (RP CI 95% = 10.57; 5.22–21.43).

With regards to the risk behavior at school, for both genders, the aspects evaluated with regards to the use of legal and illegal drugs and carrying weapons at school showed low percentages; 5% use of cigarettes; 7.4% use of alcohol; 1.8% drug use (marijuana, cocaine, crack, glue); 5.5% use of melee weapons; and 2.4% use of firearms. The association between these variables related to the behavior of risk at the school and the variable being an aggressor was found to be significant for both sexes, as Table 3 shows. Considering this, there was a positive association between variables alcohol use and being an aggressor ($p<0.001$). The students who drank alcohol at school were 3.92 times more likely to be the aggressors of other students (RP = 3.92; 2.01–7.65).

Similarly, the association between carrying a melee weapon and being an aggressor was also found to be significant ($p=0.03$). The students who were carrying melee weapons at school were 2.17 times more likely to having practiced acts of aggression against other students (RP = 2.17; 1.08–4.34). The association between carrying a firearm and being an aggressor stands out, and the students who carried a firearm to school were 17.73 times more likely to become aggressors of their peers (RP = 17.73; 2.32–135.02) (Table 3).

Table 2 - Association between sex and categorized age and school violence, in schools from the municipal public school network in the city of *Campina Grande, Paraíba, Brazil, 2014*

Variable	Sex				P-value	RP	Categorized Age				P-value	RP
	Male		Female				10-14		15-19			
	N	%	N	%			N	%	N	%		
School Violence												
Yes	224	85.1	361	86.9	0.503	1.16 (0.74-1.81)	495	86.4	77	87.5	0.776	0.907 (0.46-1.78)
No	39	14.9	54	13.1			78	13.6	11	12.5		
Total	263	100	415	100			573	100	88	100		
How many types of violence were suffered												
1	27	12.1	54	15.0	0.344	-	73	14.7	7	9.0	0.181	-
2	44	19.6	84	23.3			112	22.7	15	19.5		
3	64	28.6	100	27.6			139	28	23	29.9		
4	52	23.2	82	22.7			113	22.8	16	20.8		
5	37	16.5	41	11.4			58	11.8	16	20.8		
Total	224	100	361	100			495	100	77	100		
Physical violence												
Yes	172	65.4	257	62	0.361	0.86 (0.62-1.18)	361	63	57	64.8	0.748	0.92 (0.57-1.48)
No	91	34.6	158	38			212	36.7	31	35.2		
Total	263	100	415	100			573	100	88	100		
Material violence												
Yes	126	47.9	155	37.3	0.007	0.64 (0.47-0.88)	232	40.5	39	44.3	0.496	0 (0.44-1.40)
No	137	52.1	260	62.7			341	59.5	49	55.7		
Total	263	100	415	100			573	100	88	100		
Psychological violence												
Yes	201	76.4	331	79.7	0.304	1.21 (0.83-1.76)	447	78.0	72	82.0	0.418	0.788 (0.44-1.40)
No	62	23.6	84	20.3			126	22.0	16	18		
Total	263	100	415	100			573	100	88	100		
Virtual violence												
Yes	83	31.5	131	31.7	0.998	1.00 (0.71-1.39)	177	30.9	30	34.0	0.547	0.86 (0.53-1.39)
No	180	68.5	284	68.3			396	69.1	58	66.0		
Total	263	100	415	100			573	100	88	100		
Symbolic violence												
Yes	119	45.2	184	44.3	0.816	0.96 (0.70-1.31)	243	42.4	52	59.0	0.003	0.510 (0.32-0.80)
No	144	54.8	231	55.7			330	57.6	36	41.0		
Total	263	100	415	100			573	100	88	100		

DISCUSSION

The prevalence of school violence varies throughout the world. Based on the data from 96 countries and territories, the prevalence varied from 10.1% to 82.9%, showing how high are the levels of school violence prevalence in Brazil, information corroborated by this study.¹³ Researches carried out in Samoa and China showed different percentages of students who were

the victims of violence, with 63.3%¹⁴ and 26.1%¹⁵, respectively; in *Puerto Rico*, 53% of students stated to have been the victims of violence from other students.¹⁶ To confirm these data, a study carried out in 79 countries with different socioeconomic levels showed that a mean of 30% of adolescents were involved in situations of violence in school.¹⁷ An international inquiry¹⁷ warned about the phenomenon and called attention to its

Table 3 - Association between aggressors and the use of alcohol, melee weapons, and firearms in schools from the municipal public school network in the city of *Campina Grande, Paraíba, Brazil, 2014*

Variable	Aggressor				P-value	RP
	Yes		No			
	N	%	N	%		
Alcohol						
Yes	38	12	12	3.5	<0.001	3.92 (2.01-7.65)
No	279	88	346	96.5		
Total	317	100	358	100		
Melee weapon						
Yes	24	7.5	13	3.6	0.03	2.17 (1.08-4.34)
No	293	92.5	345	96.4		
Total	317	100	358	100		
Firearm						
Yes	15	4.7	1	0.3	<0.001	17.73 (2.32-135.02)
No	302	95.3	357	99.7		
Total	317	100	358	100		

dissemination throughout the world, indicating that school violence is directly linked to the economic situation of the country. Therefore, the differences in the prevalence of school violence are associated to the particularities of specific settings, considering the diversity in culture and educational systems that involve the multiple different nations.

This study showed a discrepancy in the way violence manifests itself with regards to the gender of those involved. It can be noted that the girls were potential victims of psychological violence, while the boys were more commonly the victims of physical and material violence. Corroborating these findings, researches^{18,19} showed statistically significant differences regarding situations of violence between genders, whether in the role of victim or of aggressor. As a result, boys tend to be more commonly the victims and the aggressors in situations of physical aggression towards other students and are more likely to be involved in violence and fights, as well as in the use of melee weapons and firearms. Female adolescents are more commonly involved with psychological and verbal aggressions.

Therefore, the proposal to discuss gender violence in school is absolutely necessary and on point, since it aims to develop a critical posture in students regarding the processes of naturalization and trivialization of violence, in all its forms. This can make a difference when it comes to raising questions about a group of behaviors, attitudes, expectancies, values, and stereotypes associated to boys, based on concepts such as manliness and strength which are culturally ingrained in the idea of masculinity, and end up encouraging violent and aggressive attitudes.²⁰

Another aspect to highlight is related to the age group; in this research, the prevalence of violence was nearly the same

in different age groups, with no stark difference, meaning the students from 10-14 years old are as violent as the ones from 15-19.

However, scientific literature shows that the frequency of violent episodes in schools reaches its peak in the first years of adolescence, especially between 11 and 14 years of age.¹⁴ Underaged students are more commonly affected by situations of direct physical violence; as age increases, this type of violence decreases, and psychological violence, involving relational and indirect aggressions, becomes more prevalent.¹²

It stands out, in this research, that violence between peers, that is, between students, was the most common type, being more common than the violence practiced towards students by school employees. Among the types of violence practiced by school employees, the symbolic violence was found to be the most common, as practiced by the teachers. Symbolic violence is the type of coercion practiced in the relation between a master (the teacher) and a subject (the student), in which the subject is hostage to the power of the master, there being a naturalization of the idea that one has superiority and decision-making power over the other.²²

Symbolic violence makes it more likely for a hostile school environment to be maintained, one in which the bonds between teachers and students are permeated by oppression and aggressiveness, and in which the dialogue often takes place through screaming and verbal warnings, which reflects on the behavior of the students, making it more likely for them to reproduce acts of aggression and conflicts that become common in the school.²³

Violence in the school space became even more complex as the possible responses the schools could give to this phenomenon became proportionally fragile and scattered. In spite of the influence of macro-social factors, the dynamics of educational institutions cannot be considered exempt from responsibility when it comes to the production of school violence. It also stands out that the school, as a space for specific relations, has its particular features, which have a fundamental role in the development of violence.¹⁰ A study carried out in 11 countries reiterates that the composition of the classroom environment influences the levels of violence between peers.²⁴

Therefore, it is important to highlight the need for didactic-pedagogical strategies that can broaden the approaches to living in the school environment. It is widely known that developing actions to debate the aggressive behaviors of adolescents and young adults in the schools can positively influence their pro-social activities. School, similarly, is an environment in which students have a greater predisposition to violent behavior. It can and should, preferably, be the most important space for the practice of respect and tolerance, as well as for the minimization of aggressive interpersonal interactions.²⁰

Aggressions are related to the many different possibilities of being aggressive towards the other, aiming at inflicting damage intentionally. The aggressive behavior of students starts in verbal and signed aggression, psychological suffering, intimidation, threats, and psychological persecution. Despite being considered as less severe types of violence, these often lead to situations of aggression that can lead to extreme levels of severity, such as physical fights accompanied or not by the use of melee weapons and/or firearms.⁵

Risk behavior (use of alcohol, drugs, and carrying melee weapons or firearms) is a strong risk factor for the development of aggressive acts by students at school. In spite of the existence of low percentages of firearms, melee weapons, and alcohol use by the students in the schools researched, these attitudes were immensely associated to school violence.

Other researchers developed studies that presented a similar association, in which students who used alcohol in the school environment were more likely to practice physical aggression, especially between male students, who were more often involved in all different types of risk behavior, including the use of melee weapons and firearms.⁴

On the other hand, it stands out that the role of aggressor is not static. There is, as opposed to that, an intimate relation between being the aggressor and being the victim of school violence, as this research demonstrated, finding that 95% of students who declared to be aggressors also declared to be victims of school violence. This proves there is flexibility, that the roles of the students in the phenomenon vary, reiterating the fact that violence is dynamic and based on the principle of action-reaction, which characterizes a permanent cycle of propagating violence in the school setting.

To confront this cyclical and cross-sectional phenomenon, the health sector and the professionals in the field of health, including the nurse, have the potential to intervene in the source of violence production, that is, in the younger adolescents, through actions that promote health and the culture of peace, stimulating healthy environments and schools that are healthy with regards to social, psychological, and physical aspects.

CONCLUSION

Therefore, the associations found in this study highlight how the main factors associated with the violence developed in the school environment: being male, being younger, and having risk behavior. As a result, the characteristics of the students who are more likely to be involved with school violence were determined.

In addition, it can be said that school violence is a routine phenomenon, with high levels of prevalence in adolescents from all ages; and with the association with risk factors, which are: alcohol use, carrying a melee weapon, and carrying firearms

- all of which are risk aspects associated with situations of violence in the school environment.

This phenomenon requires an understanding of the school setting in which it takes place. The factors that have the potential of preventing it need to be identified according to the factors that can make the phenomenon more severe, which were shown by this study, and their aim must be to confront and overcome it. These actions depend on all the actors of the school space who need to assume a role and on the insertion of the health field in the actions that promote health and a culture of peace.

This study encourages reflection on the responsibility of school when it comes to sharing, belonging, mediating, participating, and being involved in the confrontation to situations of violence. It also indicates that the actions of health professionals, especially the nurse, are key elements of health promotion in vulnerable groups through intersectoral actions.

The limitations of this study were: the cross-sectional design, which makes it impossible to establish cause and effect relations between the variables studied, especially between school violence victimization and aggression and the risk behavior of the students; and the fact that the data collected were based on answers that were self-reported by the students, which can be influenced by their understanding and by the personal memories of each student. On the other hand, this study had, as its main strengths, the use of a validated instrument, applied with methodological rigor, in addition to being a pioneering research when one considers the perspective of violence analysis at school.

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