

VIOLENCE AGAINST TEACHERS IN THE SCHOOL CONTEXT: A CRITICAL ANALYSIS OF AGGRESSIONS, MORAL HARASSMENT, AND THE ABSENCE OF INSTITUTIONAL PROTECTION POLICIES

VIOLÊNCIA CONTRA PROFESSORES NO CONTEXTO ESCOLAR: UMA ANÁLISE CRÍTICA DAS AGRESSÕES, DO ASSÉDIO MORAL E DA AUSÊNCIA DE POLÍTICAS INSTITUCIONAIS DE PROTEÇÃO

VIOLENCIA CONTRA PROFESORES EN EL CONTEXTO ESCOLAR: UN ANÁLISIS CRÍTICO DE LAS AGRESIONES, EL ACOSO MORAL Y LA AUSENCIA DE POLÍTICAS INSTITUCIONALES DE PROTECCIÓN



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ABSTRACT

The contemporary Brazilian school presents a scenario marked by the increase in episodes of violence directed against teachers, involving physical aggression, verbal offenses, digital attacks, and ongoing practices of moral harassment. The choice of this topic is justified by the need to make visible a problem that compromises professionals' health, the quality of education, and the social legitimacy of the teaching profession in the country. This study analyzes the manifestations of violence against teachers in the school context, focusing on aggressions, moral harassment, and the absence of institutional protection policies. The methodology adopts a qualitative, exploratory approach, based on a bibliographic review of scientific publications, institutional reports, and technical materials published in national sources between 2022 and 2025. The results indicate a high prevalence of situations involving censorship, intimidation, and direct violence, articulated with the fragility of formal reporting channels and institutional omission regarding the issue. The conclusions recognize the urgency of structured public policies for teacher protection, linked to the valorization of the teaching profession, occupational health, and the strengthening of ties between school, family, and community.

Keywords: Violence Against Teachers. Moral Harassment. Teacher Protection. Educational Policies.

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RESUMO

A escola brasileira contemporânea apresenta cenário marcado pela ampliação dos episódios de violência dirigidos contra professores, que envolvem agressões físicas, ofensas verbais, ataques digitais e práticas continuadas de assédio moral. A escolha do tema justifica-se pela necessidade de tornar visível um problema que compromete a saúde dos profissionais, a qualidade do ensino e a legitimidade social do magistério no país. Este estudo analisa as manifestações da violência contra professores no contexto escolar, com foco nas agressões, no assédio moral e na ausência de políticas institucionais de proteção. A metodologia adota abordagem qualitativa, de natureza exploratória, com base em pesquisa bibliográfica em produções científicas, relatórios institucionais e materiais técnicos publicados em fontes nacionais entre 2022 e 2025. Os resultados apontam alta prevalência de situações de censura, intimidação e violência direta, articuladas à fragilidade dos canais formais de denúncia e à omissão institucional sobre o tema. As conclusões reconhecem a urgência de políticas públicas estruturadas de proteção docente, articuladas à valorização do magistério, à saúde ocupacional e ao fortalecimento dos vínculos entre escola, família e comunidade.

Palavras-chave: Violência Contra Professores. Assédio Moral. Proteção Docente. Políticas Educacionais.

RESUMEN

La escuela brasileña contemporánea presenta un escenario marcado por el aumento de los episodios de violencia dirigidos contra los profesores, que incluyen agresiones físicas, ofensas verbales, ataques digitales y prácticas continuadas de acoso moral. La elección del tema se justifica por la necesidad de visibilizar un problema que compromete la salud de los profesionales, la calidad de la enseñanza y la legitimidad social del magisterio en el país. Este estudio analiza las manifestaciones de la violencia contra los profesores en el contexto escolar, con énfasis en las agresiones, el acoso moral y la ausencia de políticas institucionales de protección. La metodología adopta un enfoque cualitativo, de carácter exploratorio, basado en una revisión bibliográfica de producciones científicas, informes institucionales y materiales técnicos publicados en fuentes nacionales entre 2022 y 2025. Los resultados señalan una alta prevalencia de situaciones de censura, intimidación y violencia directa, articuladas con la fragilidad de los canales formales de denuncia y la omisión institucional frente al tema. Las conclusiones reconocen la urgencia de políticas públicas estructuradas de protección docente, articuladas con la valorización del magisterio, la salud ocupacional y el fortalecimiento de los vínculos entre escuela, familia y comunidad.

Palabras clave: Violencia contra Profesores. Acoso Moral. Protección Docente. Políticas Educativas.

1 INTRODUCTION

Violence against teachers is a phenomenon of increasing proportions in the daily life of Brazilian schools, manifesting itself in physical aggression, verbal offenses, threats, digital persecution and continued practices of moral harassment. The educational environment, historically recognized as a space for citizenship formation and symbolic mediation, has been crossed by episodes that compromise the integrity of professionals and the quality of the education offered. The discussion on the theme demands systematic attention, since it involves institutional, political, social and cultural dimensions that overlap in the contemporary school routine.

The intensity of the problem gains worrying contours when confronted with recent data on teacher health. According to Arrais et al. (2025, p. 14), "violence against teachers in Brazilian basic education has acquired an epidemic character, articulating daily aggressions, digital attacks, and institutional silencing". The formulation reveals a structural dimension of the phenomenon, which goes beyond isolated episodes and requires an integrated analysis of the conditions that sustain the reproduction of violence in the contemporary Brazilian school space

The specialized literature has recorded the cumulative effects of aggression on the physical and psychological integrity of professionals. Assis et al. (2023, p. 27) argue that "the impacts of violence at school produce deep marks on teachers, with repercussions on mental health and career permanence". The finding broadens the scope of the debate by recognizing that the problem not only compromises the immediate daily life of educational institutions, but also projects medium and long-term effects on the sustainability of teaching as a socially recognized profession.

The omission of institutional protection policies is a structural aggravation of the problem faced by Brazilian teachers. Formal reporting channels do not exist in a significant part of the education networks, and the existing ones have operational limitations that discourage the recording of episodes. According to CNTE-CUT (2025, p. 6), "violence against teachers constitutes a silent epidemic that threatens public education and requires an articulated response from the government, schools and society". The formulation recognizes the urgency of coordinated responses among multiple institutional actors.

The scenario described is articulated with broader cultural transformations, which include ideological polarization, the diffusion of discourses disqualifying the teaching profession and the expansion of the use of social networks as a space for individualized attacks. Teachers who address topics considered sensitive become frequent targets of digital harassment campaigns, with direct effects on the pedagogical freedom and emotional health of professionals. The

intersection between face-to-face violence and virtual violence requires an integrated analytical approach, capable of capturing the complexity of contemporary manifestations of the phenomenon.

The research problem that guides this study is formulated as follows: how do aggressions against teachers, moral harassment practices and the absence of institutional protection policies configure the contemporary scenario of violence in the Brazilian school context? The question articulates three interdependent axes that produce cumulative effects on basic education professionals and on the quality of teaching, providing an analytical framework for the discussion proposed in the subsequent sections of this article.

The relevance of the study lies in the confluence between growing data on teacher violence, theoretical gaps on institutional responses to the phenomenon and practical demands from educational managers for structured guidance. The research seeks to contribute to the densification of the academic debate by gathering scattered evidence in recent sources, offering subsidies to public policy makers, school managers, education researchers, representative unions and civil society organizations interested in building safer and more protective school environments.

The general objective is to critically analyze the manifestations of violence against teachers in the Brazilian school context, focusing on aggression, moral harassment and the absence of institutional protection policies. The specific objectives include: characterizing the main forms of violence directed against teachers in the recent literature; to identify the effects of aggression and moral harassment on the health and professional permanence of teachers; describe the weaknesses of institutional responses to the problem; to point out guidelines that can guide public policies for teacher protection in public and private education networks.

The work is organized into five main sections, namely, this introduction, which presents the theme, the problem, the justification and the objectives; the theoretical framework, which brings together conceptual foundations on school violence, moral harassment and teacher protection; the methodology, which describes the qualitative approach of a bibliographic nature adopted; the results and the discussion, which articulate findings from the literature with the formulated objectives; and the final considerations, which summarize the contributions of the study and indicate directions for further research in the contemporary Brazilian educational field.

2 THEORETICAL FRAMEWORK

Understanding violence against teachers in the school context requires an approximation with a broad theoretical field, which encompasses violence as a social phenomenon, the

specificities of the educational environment, the manifestations of moral harassment in labor relations and institutional responses to episodes of aggression. Recent literature recognizes that the theme mobilizes multiple analytical layers, articulating sociological, legal, psychological, and pedagogical perspectives around an object whose complexity challenges reductionist approaches or monocausal explanations.

School violence is a broad conceptual category, which encompasses physical, symbolic, verbal and digital manifestations that occur in or near educational institutions. The specialized literature distinguishes between violence practiced among students, violence practiced by students against teachers and institutional violence reproduced by the school structures themselves. Each of these modalities has its own logics of production and reproduction, requiring specific approaches. The recognition of this plurality is a starting point for a qualified analysis of the phenomenon in its contemporary complexity.

Violence directed against teachers deserves autonomous analytical treatment within the field of studies on school violence. Lima (2023, p. 9) states that "teachers face situations of aggressiveness from students on a daily basis that compromise the pedagogical exercise and the emotional health of professionals". The formulation points to a practical dimension that is often underestimated in broader analyses on the subject, which privilege peer violence or institutional violence without recognizing the specificity of the attacks directed at the professionals responsible for mediating daily educational processes.

The category of moral harassment offers a relevant analytical framework to examine part of the manifestations of violence against teachers. The concept describes repeated and abusive conducts that humiliate, harass, or isolate the professional, compromising their dignity and psychic integrity. In the school environment, moral harassment can come from managers, colleagues, students or families, configuring a complex web of silent aggressions that are reproduced for long periods without institutional recognition. The literature records that the diffuse nature of moral harassment makes it difficult to identify it and the consequent activation of protection mechanisms

The perspective of institutional silencing deepens the understanding of the conditions that sustain the reproduction of violence against teachers. The National Observatory of Violence Against Educators (2024a, p. 5) records that "ninety percent of educators report having experienced situations of censorship or harassment in their recent professional careers." The magnitude of the data exposes the structural dimension of the phenomenon, sustained by organizational cultures that discourage complaints, by the fragility of formal protection channels and by the cultural devaluation of teaching as a professional category.

The analysis of contemporary manifestations of the phenomenon requires approximation with the digital dimension of aggressions. The National Observatory of Violence Against Educators (2024b, p. 11) argues that "the new forms of censorship and harassment of educators in Brazil articulate face-to-face and virtual dimensions, with coordinated campaigns on social networks that expand the reach of offenses." The finding repositions the debate by recognizing that the internet works as an expanded space for the production and dissemination of attacks against teachers, with effects on professional reputation and mental health.

The category of adverse childhood experiences contributes to the interpretative analysis of episodes of violence committed by students against teachers. Children and adolescents exposed to family and community contexts crossed by violence tend to reproduce, in the school environment, interactive patterns marked by aggressiveness. This recognition does not exempt the perpetrators from the conducts, but situates the problem in a broader horizon, which articulates socioeconomic conditions, family dynamics and institutional responses. The integration of these dimensions offers a robust interpretative framework for the design of educational policies sensitive to the complexity of the phenomenon.

The literature on teachers' occupational health is directly linked to the debate on school violence. Lima (2023, p. 14) adds that "the daily challenges faced by teachers in the face of violence generate continuous wear and tear and impact their permanence in teaching". The formulation reinforces the perception that the effects of aggression go beyond specific episodes and produce cumulative consequences on the professional trajectory of teachers, with impacts on absenteeism, sick leave, and dropout rates in Brazilian education networks.

The critical perspective adds a sociological dimension to the debate by recognizing that violence against teachers is linked to broader cultural transformations. The erosion of pedagogical authority, ideological polarization, the diffusion of discourses disqualifying teaching and the expansion of the use of social networks reconfigure the symbolic conditions in which contemporary teaching is exercised. The National Observatory of Violence Against Educators (2024a, p. 9) reinforces that "ideological censorship is linked to professional harassment and produces a hostile environment for pedagogical exercise in public and private schools". The formulation broadens the analytical scope by recognizing that violence against teachers is part of broader disputes about the meaning of education and the social role of the school in contemporary Brazilian society.

The discussion on teacher protection is linked to the field of human rights, by recognizing that education professionals are a category that deserves specific protection in the face of occupational risks associated with the exercise of their function. International conventions and

national guidelines recognize the dignity of teaching work and the obligation of States to ensure adequate conditions for professional practice. The distance between these regulations and the reality of Brazilian schools is a practical challenge for managers and formulators of educational policies committed to the effective transformation of the conditions of teaching work in the coming decades.

The theoretical synthesis undertaken in this section shows convergence among authors regarding the multifactorial character of violence against teachers, which articulates broad social conditions, contemporary cultural dynamics, institutional weaknesses and inadequate responses of school structures. The conceptual bases gathered support the analysis undertaken in the following sections of this article, while providing criteria for critical evaluation of ongoing educational policies and for the formulation of proposals that address the structural causes of the problem. The recognition of this complexity is a starting point for a qualified discussion on the possible ways to transform the Brazilian school reality in terms of the protection of professionals.

3 METHODOLOGY

The present research is characterized as qualitative, an option justified by the interpretative nature of the object investigated, which involves phenomena that are difficult to measure directly statistically, such as moral harassment, manifestations of symbolic violence and institutional responses to episodes of aggression directed against teachers. The qualitative approach allows for an analytical deepening in documentary sources, with logical rigor in the construction of inferences and attention to the contextual nuances of the problem.

As for its nature, it is classified as basic research, aimed at expanding theoretical knowledge about violence against teachers in the Brazilian school context, without immediate application to a specific institutional context. In relation to the objectives, it is configured as exploratory research, a modality appropriate to themes that require an initial systematized approach, mapping of related concepts and identification of gaps for further studies. The option for this design responds to the complexity of the object investigated.

The technical procedure adopted consists of bibliographic research, with survey, critical reading and synthesis of scientific productions, institutional reports and technical materials published in national journals, academic repositories and specialized databases. Rodrigues (2023) recognizes that the partnership between school and family depends on qualified channels of interlocution, a contribution that guided the construction of the analytical categories

mobilized in this study, particularly regarding institutional responses to the episodes of violence recorded.

The study population consists of the set of academic and technical productions available on violence against teachers, teacher moral harassment, and protection policies, published in Portuguese between 2022 and 2025. The sample, selected by intentional criteria, brings together thirteen sources considered relevant for their thematic topicality, adherence to the research framework and conceptual consistency, including scientific journals, specialized books, institutional reports and technical articles on the problem investigated.

The inclusion criteria included adherence to the central theme, recent time frame, availability of full access to the text and clarity in the methodological formulation of the sources. Materials without identification of authorship, duplicate publications and merely opinionated texts were excluded. The precise definition of the criteria ensures transparency in the selection process and replicability of the analytical pathway, as recommended by the methodological literature specialized in documentary research applied to the human sciences.

The data collection techniques involved searching academic databases, prior reading of abstracts, filing of the selected sources and thematic organization of the contents into analytical categories. Seffner, Klein, and Vargas (2024) record that tensions between schools, families, and religious institutions reveal fragility in institutional communication channels, a perspective that guided the definition of the analytical axes related to schools' responses to episodes of violence involving the community outside the institutions.

The research instruments used included standardized reading sheets, containing identification of the source, conceptual synthesis, relevant citations, analytical observations, and correlations with other materials. The cards worked as a cognitive organization device, allowing information to be retrieved with agility during the writing of the analytical sections and ensuring traceability of the ideas mobilized throughout the argumentative process. Standardization contributed to reducing biases in the systematization of the findings consulted.

The data analysis procedures adopted the thematic content analysis technique, with the identification of recurrent categories in the sources consulted. The established categories include manifestations of violence against teachers, dynamics of moral harassment, weaknesses in institutional responses and implications for teacher health. The thematic analysis allowed us to recognize convergences and divergences between authors, sustaining the critical discussion undertaken in the subsequent sections of this scientific article.

Silva (2024) argues that the mental health of teachers is a central dimension to understand the cumulative effects of adverse teaching conditions, an approach that inspired the

integrated treatment of the sources selected in the present study. The comparative reading of the productions allowed us to identify permanences and transformations in the conceptions on the subject throughout the time frame, strengthening the interpretative consistency of the analysis undertaken in the following sections of this academic work.

Ethical aspects received attention even in bibliographic research, with rigorous respect for copyright, correct identification of sources, fidelity in citations and absence of adulteration of original ideas. Ethical care extended to the treatment of the sensitive issues addressed, particularly those related to violence and teacher illness, with responsible language and the absence of reductionism that could stigmatize Brazilian professionals, students, families or school institutions.

Table 1

Academic References and Their Contributions to Research

Author	Title	Year	Contributions
VIOLENCE against public school teachers and professional burnout	Violence against public school teachers and professional burnout	2022	It analyzes the effects of violence in the public school system on the professional exhaustion of teachers.
ASSIS, Simone Gonçalves de; CONSTANTINO, Patricia; AVANCI, Joviana Quintes; NJAINE, Kathie	Impacts of violence at school: a dialogue with teachers	2023	It explores the impacts of school violence through dialogues with teachers.
LIMA, Ednelza Marreiros de	The challenges faced by teachers in the face of the daily violence and aggressiveness of students	2023	It discusses teachers' daily challenges in the face of student violence and aggressiveness.
RODRIGUES, Welita Alves Araújo	School and family: a necessary partnership for the school success of every child	2023	It emphasizes the school-family partnership as essential for school success.
TAVARES, et al.	Mental health, illness and teaching work	2023	It addresses mental health and illness in the context of teaching work.
TEDE PUCRS	Communication between the school and the family: a critical analysis	2023	It performs a critical analysis of the communication between school and family.
Teacher illness and the impacts on the quality of teaching: a look	Teacher illness and the impacts on the quality of teaching: a look	2023	It examines the impacts of teacher illness on the quality of teaching.
NATIONAL OBSERVATORY OF VIOLENCE AGAINST EDUCATORS	New data on censorship and harassment of educators in Brazil	2024	It presents new data on censorship and harassment against Brazilian educators.
NATIONAL OBSERVATORY OF VIOLENCE AGAINST EDUCATORS	2024 Report: 90% of educators report censorship or harassment	2024	It reports that 90% of educators face censorship or harassment in 2024.
SEFFNER, Fernando; KLEIN, Carin; VARGAS, Juliana Ribeiro de	Schools, families and religious institutions: tensions and resistance	2024	It analyzes tensions between schools, families and religious institutions.
SILVA, from Fares	Teachers' education and mental health: a systematic review of the literature	2024	It conducts a systematic review on teacher education and mental health.

"EPIDEMIC" of violence in Brazilian schools and the effects on the health of survivors	"Epidemic" of violence in Brazilian schools and the effects on the health of survivors: a perspective based on adverse childhood experiences	2024	It discusses the "epidemic" of school violence and its effects on the health of survivors.
ARRAIS, Tadeu Alencar; et al.	Reasons for the epidemic of violence against teachers in Brazilian basic education	2025	It investigates the reasons for the epidemic of violence against elementary school teachers.
CNTE-CUT	Violence against teachers: the silent epidemic that threatens public education	2025	It denounces violence against teachers as a threat to public education.

Source: Author's own elaboration (2026)

The chart chronologically organizes references on school violence, teacher mental health, and school-family relations since 2022, revealing a growing attention to these critical issues in Brazilian education, with contributions that map impacts, challenges, and tensions, subsidizing integrated analyses for public policies and future research in pedagogy and educational management.

4 RESULTS AND DISCUSSION

The analysis of the selected sources showed significant convergence regarding the expansion of manifestations of violence against teachers and the fragility of institutional responses to the problem. The findings were organized into four analytical axes, described below.

4.1 PREVALENCE AND FORMS OF VIOLENCE AGAINST TEACHERS

The materials analyzed recorded a significant increase in episodes of violence directed against teachers in Brazilian schools in recent years. The study published in *Ciência & Saúde Coletiva* (2022) identified that violence against public school teachers was directly correlated with professional burnout, generating absenteeism, sick leave, and abandonment of the teaching career. The interpretation of these findings indicates that the problem is a structural phenomenon, with cumulative effects on the permanence of professionals in contemporary Brazilian public teaching.

The analysis of the contemporary manifestations of the phenomenon revealed an expansion of the forms of aggression. The article published in *Ciência & Saúde Coletiva* (2024) described the epidemic character of violence in Brazilian schools and the effects on the health of survivors, linking adverse childhood experiences to the reproduction of patterns of aggressiveness in the school environment. The comparative reading of these findings supports a convergent interpretation with the theoretical framework by recognizing the multifactorial

complexity of the problem, which articulates individual, family, community and institutional dimensions.

4.2 EFFECTS ON MENTAL HEALTH AND PROFESSIONAL RETENTION

The second axis gathered evidence on the effects of aggression on the mental health of teachers. Tavares et al. (2023) recorded that teaching work devoid of institutional protection generates continuous suffering, affecting psychic well-being and the ability to sustain pedagogical practice over prolonged horizons. The interpretation of these findings is close to the theoretical framework by recognizing that violence functions as a structuring element of occupational illness in the contemporary Brazilian teaching category.

The study published by the *Newscience Publ Magazine* (2023-2024) identified that teacher illness produced direct impacts on the quality of teaching, with increased absenteeism rates and reduced capacity for consistent pedagogical planning. A critical reading of these data reveals that the problem is not restricted to the individual sphere of the affected professionals, but has consequences for the functioning of educational institutions and for the learning of Brazilian students enrolled in the country's public and private networks.

The articulated interpretation of the sources revealed that the effects of the aggressions transcend the moment of the episodes and are prolonged through persistent clinical conditions. The literature analyzed pointed to a high prevalence of disorders such as depression, anxiety, and burnout syndrome among teachers exposed to repeated situations of violence. A comparative reading of these findings supports the thesis that teacher protection is an urgent public health agenda, with implications for education systems and the collective health of the school population.

4.3 FRAGILITY OF INSTITUTIONAL RESPONSES

The third axis focused on the weaknesses of institutional responses to episodes of violence. The study conducted by Tede PUCRS (2023) recorded that communication between school and family has structural gaps that make it difficult to properly deal with situations of tension and conflict. The interpretation of these findings is close to the theoretical framework by confirming that communicational weaknesses reduce the institutional capacity to prevent and respond to episodes of aggression involving students, teachers and families.

The analysis compared with the previous literature indicated consistency between the findings regarding institutional omission. The sources converged on the finding that a considerable portion of Brazilian schools deal with episodes of violence through informal

strategies, without systematic registration and without activating formal reporting channels. The articulated interpretation of these materials supports the hypothesis that the institutional invisibility of the problem is a structuring factor in the reproduction of the phenomenon in public and private schools in the national territory.

The perspective of future policies reinforces the need for formal protocols for preventing, recording and confronting violence against teachers. The literature analyzed suggested that isolated initiatives produced modest results, while structured strategies, articulated between education networks, unions, guardianship councils and bodies of the justice system, presented more consistent effects on the reduction of episodes and on the recovery of affected professionals. The outlook indicates a promising direction for educational managers committed to teacher protection.

4.4 ARTICULATION BETWEEN VIOLENCE, MORAL HARASSMENT AND IDEOLOGICAL CENSORSHIP

The fourth axis articulated the previous findings around the interfaces between physical violence, moral harassment and ideological censorship. Silva (2024), in a systematic review conducted by the PRISMA method, identified that the weakening of institutional ties and cumulative overload function as the main vectors of teacher illness. A comparative reading of these findings reinforces the perception that moral harassment is part of a broad repertoire of practices that compromise the professional integrity of contemporary Brazilian educators.

The literature analyzed pointed to a consistent correlation between episodes of ideological censorship and situations of moral harassment in schools. Teachers who addressed topics considered sensitive faced professional disqualification campaigns, attacks on social networks, and institutional pressures aimed at silencing their pedagogical practices. The interpretation of these data supports the thesis that violence against teachers is linked to broader cultural and political disputes about the meaning of education in contemporary Brazilian society.

4.5 LIMITATIONS AND IMPLICATIONS OF THE FINDINGS

The findings presented limitations related to the bibliographic nature of the study, which did not allow direct measurement of variables in the field. The comparative reading of the sources offered a robust argumentative basis to support interpretations on the subject. The practical implications of the results are aimed at three main audiences. For school managers, the literature analyzed pointed to the need for formal protocols for teacher protection. For

educational policy makers, he indicated the relevance of normative frameworks that recognize violence against teachers as a public health problem. For researchers in the area, it signaled the opportunity for empirical investigations that deepen knowledge about the concrete dynamics of the phenomenon in different Brazilian institutional contexts.

The articulated discussion of the four axes confirmed the internal coherence of the findings and their adherence to the mobilized theoretical framework. The sources converged on the perception that the problem demands multidimensional responses, articulating interventions at the individual, organizational, legal and cultural levels. The synthesis of evidence strengthens the central argument of this study, according to which the protection of teachers against violence is an urgent agenda of Brazilian educational public policies, with direct implications on the quality of teaching and on the health of professionals.

The integrated reading of the results allowed us to recognize that the phenomenon of teacher violence articulates broad social conditions, specific school dynamics and persistent institutional weaknesses. The analytical perspective adopted allowed us to glimpse research paths for the empirical deepening of the theme, as will be detailed in the final section of this article.

5 FINAL CONSIDERATIONS

The present study was dedicated to critically analyzing the manifestations of violence against teachers in the Brazilian school context, focusing on aggression, moral harassment and the absence of institutional protection policies. The argumentative path articulated the contextualization of the theme, formulation of the research problem, definition of objectives, theoretical foundation, methodological description and critical analysis of the findings, configuring a trajectory that consistently answered the question initially formulated. The resumption of the problem allows us to recognize that the investigation made a systematic approximation between concepts from the recent literature and practical issues faced by teachers, managers and educational policy makers.

The general objective was met by the articulation of the evidence gathered in the selected sources, which allowed the identification of violence against teachers as a structural and multifactorial phenomenon, sustained by broad cultural conditions, persistent institutional weaknesses and inadequate responses of school structures. The integrated reading of the materials showed that physical aggressions, verbal offenses, digital attacks and continued practices of moral harassment make up a repertoire of manifestations that reinforce each other,

producing cumulative effects on the health of professionals and on the quality of education offered in contemporary Brazilian public and private networks.

Specific objectives were also contemplated throughout the argumentation. The characterization of the main forms of violence directed against teachers revealed a wide range of manifestations, which encompasses physical, verbal, symbolic and digital dimensions articulated in contemporary school daily life. The identification of the effects of aggression and moral harassment on the health and professional permanence of teachers showed a high prevalence of mental illness, with repercussions on absenteeism, sick leave and abandonment rates in the Brazilian education networks. The description of the weaknesses of institutional responses pointed to a set of practical and symbolic barriers that hinder the structuring of formal protection policies. The indication of guidelines for public policies brought together consistent suggestions aimed at the articulation between education networks, unions, guardianship councils and bodies of the Brazilian justice system.

The synthesis of the main results points out that violence against Brazilian teachers is a phenomenon of amplified proportions, with roots in contemporary cultural transformations and structural weaknesses of educational institutions. The materials analyzed converged on the finding that the problem produces cumulative effects on the health of professionals and on the quality of teaching. The institutional omission amplifies this scenario by leaving teachers exposed without adequate protection, compromising the sustainability of teaching as a socially recognized profession and reducing the attractiveness of the teaching career for the new generations of Brazilian educators.

The interpretation of the findings allows us to recognize that coping with violence against teachers requires multidimensional responses. Initiatives aimed exclusively at the individual level, such as isolated psychological care programs, produce limited effects when disconnected from transformations in the structural conditions of school work. The literature analyzed suggests that effective responses articulate individual, organizational, legal and cultural dimensions, with systematic investment in protection protocols, occupational health, continuing education of managers and strategies to strengthen the bonds between school, family and community.

The relationship between the results and the initial propositions of the study reveals robust argumentative coherence. The guiding question found a consistent answer in the evidence gathered, which confirmed the articulation between physical aggression, moral harassment and the absence of institutional policies as structuring factors in the contemporary scenario of violence against teachers. The articulation between the three axes supports a

theoretical proposition relevant to the educational field, which recognizes the complexity of the phenomenon and the need for equally complex responses to the challenges identified throughout the research carried out in this academic investigation.

The contributions of the study to the area of education are situated on different levels. On the theoretical level, the research offers an articulated synthesis of recent productions, contributing to the intensification of the debate on teacher violence, moral harassment and protection policies. On the practical level, it provides subsidies for school managers who seek to structure formal protocols for prevention, registration and coping with episodes of aggression. At the level of public policies, it signals paths for formulators interested in ensuring consistent normative frameworks for the protection of professionals in contemporary Brazilian basic education.

The research also contributes to the debate on the social recognition of teaching. The evidence gathered demonstrates that violence against teachers is linked to the cultural devaluation of the profession, with effects on the attractiveness of the career and on the permanence of professionals in practice. The critical reading of this dynamic supports the defense of broad policies of teacher appreciation, which consider salary dimensions, working conditions, protection against aggression and symbolic recognition of the profession as a fundamental activity for the functioning of contemporary societies and for the formation of future generations.

The research offers subsidies for the debate on the relationship between school, family and community. The evidence gathered shows that part of the tensions observed in the school routine stems from weaknesses in the institutional communication channels, with effects on the ability of schools to prevent and respond to episodes of aggression. The critical reading of this dynamic supports the defense of structured strategies to strengthen community bonds, which recognize education as a shared responsibility among multiple social actors and which promote qualified dialogue between educational institutions and those responsible for Brazilian students.

Other promising directions involve examining the impact of digital technologies on the reproduction of violence against teachers. The intensification of the use of social networks has reconfigured the relationships between education professionals, students, families and society, creating new modalities of virtual attack and expanding the reach of offenses directed at teachers. Specific investigations on this topic would have practical relevance for managers who face daily dilemmas about how to protect professionals exposed to digital harassment campaigns. Research on training strategies aimed at preventing school violence, on conflict

mediation models and on mental health programs for educators is also among the future agendas pertinent to the field.

Research focused on the analysis of Brazilian educational policies from the perspective of teacher protection can offer relevant contributions to the debate. The investigation on the effectiveness of existing institutional protocols, on the costs of institutional omission and on the alternatives to articulate internal instances of schools with organs of the justice system is a promising agenda for the field of educational policy and management. Studies on international experiences of protection of education professionals, adapted to Brazilian conditions, can also provide subsidies for the design of more consistent public policies in the medium term.

The final reflection on the impact of this work recognizes that the theme of violence against teachers transcends the strict limits of education and dialogues with broader questions about the meaning of work, about mental health in the care professions and about the social recognition of activities that are fundamental for the cohesion of contemporary societies. The reduction of teacher aggression implies a review of cultural paradigms about the profession, making room for healthier, safer and more sustainable institutional arrangements. The strengthening of teacher protection, in turn, expresses the recognition that education is a shared responsibility between school institutions, families, public authorities and organized civil society.

The survey reinforces the perception that the protection of teaching is a long-term strategic investment, with measurable returns in educational quality, reduction of absenteeism, retention of qualified professionals and consolidation of mature school cultures. The articulation between formal protocols, consistent normative frameworks, and strategies to strengthen institutional ties configures a conceptual triad capable of guiding practical initiatives in different contexts. The relevance of this articulation is amplified in the face of contemporary transformations, marked by cultural polarization, the acceleration of digital interactions, and the emergence of new modalities of attack directed at Brazilian basic education professionals.

The intellectual trajectory covered in this study confirms that the confrontation of violence against teachers is not reduced to punctual responses to specific episodes, but requires a structural review of the cultural, institutional and legal conditions in which teaching is exercised in the country. Teachers who work in protected environments, with formal reporting channels, institutional support and adequate social recognition, exercise the profession with superior quality, preserving physical and mental health and building sustainable trajectories. The reduction of teacher violence, in this perspective, is no longer just an operational response to specific problems and starts to represent the affirmation of humanist principles that sustain the

dignity of educational work and the right of professionals to the safe exercise of their daily activities.

The consolidation of these practices requires institutional persistence, political coherence and continuous willingness to review habits consolidated in the Brazilian education networks. Educational systems that choose this path reap benefits in pedagogical quality, organizational health, and social legitimacy. The research, by gathering and articulating evidence on this trajectory, offers a modest but consistent contribution to the academic debate and to Brazilian educational practice, hoping to stimulate new studies and initiatives that deepen knowledge on the subject and expand its impact on public policies aimed at teacher protection and the valorization of teaching as a socially recognized profession.

The proposed reflection invites researchers, managers, teachers, families and policymakers to recognize that quality education depends on objective conditions for the safe exercise of teaching. The invisibility of teacher violence represents a collective challenge, which requires a shared commitment to the protection of the professionals who sustain the functioning of Brazilian schools on a daily basis. The present investigation hopes to contribute to make visible part of this reality, providing analytical subsidies for the public debate on the possible ways of transforming education in the country and for the social recognition of the work of those who dedicate their lives to the formation of new generations in environments that deserve to be effectively protected by consistent public policies.

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