


ANALYSIS OF THE SCHOOL MODEL OF EDUCATIONAL MILITARY SUPERVISION AS AN EDUCATIONAL POLICY IN THE LIGHT OF THE FEDERAL CONSTITUTION OF 1988¹**ANÁLISE DO MODELO DE ESCOLA DE SUPERVISÃO MILITAR EDUCACIONAL COMO POLÍTICA EDUCACIONAL À LUZ DA CONSTITUIÇÃO FEDERAL DE 1988****ANÁLISIS DEL MODELO DE ESCUELA DE SUPERVISIÓN MILITAR EDUCATIVA COMO POLÍTICA EDUCATIVA A LA LUZ DE LA CONSTITUCIÓN FEDERAL DE 1988**

 <https://doi.org/10.56238/sevened2025.022-004>

Jorge Andrade de Aguiar², Antônio Carlos Pantoja Freire³

RESUMO

A militarização de escolas públicas no Brasil, representada pela Supervisão Militar Educacional (SUME) no Pará, justifica-se pela necessidade de combater a violência escolar, mas suscita debates sobre sua compatibilidade com princípios educacionais democráticos. Este trabalho analisa a legitimidade jurídica da SUME, avaliando sua conformidade com a legislação brasileira e seus impactos nos direitos dos estudantes. Por meio de revisão bibliográfica e análise documental, examinaram-se leis, jurisprudências e estudos sobre o tema. Os resultados indicam que, embora o programa não viole formalmente a LDB ou a Constituição, sua operação prática pode limitar a autonomia escolar e a liberdade discente, além de centralizar decisões em agentes militares. Conclui-se que a SUME requer ajustes para equilibrar segurança e direitos fundamentais, privilegiando modelos participativos e alternativas menos coercitivas.

Palavras-chave: Militarização Escolar. Direitos Educacionais. Segurança Pública. Gestão Democrática. Polícia Militar.

ABSTRACT

The militarization of public schools in Brazil, exemplified by the Educational Military Supervision (SUME) in Pará, is justified by the need to address school violence but raises debates about its alignment with democratic educational principles. This study examines the legal legitimacy of SUME, assessing its compliance with Brazilian legislation and its impacts on students' rights. Through bibliographic review and document analysis, laws, jurisprudence, and studies on the topic were examined. Findings suggest that while the program does not formally violate the National Education Guidelines (LDB) or the Constitution, its practical implementation may restrict school autonomy and student freedom, while centralizing decision-making with military agents. The conclusion emphasizes the need for adjustments

¹ Final Paper presented to the Faculty of Theology, Philosophy and Human Sciences Gamaliel, as a partial requirement to obtain the degree of Bachelor of Law.

² Graduating from the Law Course at the FACULTY OF THEOLOGY, PHILOSOPHY AND HUMAN SCIENCES GAMALIEL – FATEFIG, Tucuruí-PA

Email: andrade.jorge@faculdadegamaliel.com.br

³ Master Advisor: GAMALIEL FACULTY OF THEOLOGY, PHILOSOPHY AND HUMAN SCIENCES – FATEFIG, Tucuruí-PA

E-mail: antonio.freire@faculdadegamaliel.com.br



to SUME to balance security and fundamental rights, favoring participatory models and less coercive alternatives.

Keywords: School Militarization. Educational Rights. Public Security. Democratic Management. Military Police.

RESUMEN

La militarización de las escuelas públicas en Brasil, representada por la Supervisión Militar Educativa (SUME) en Pará, se justifica por la necesidad de combatir la violencia escolar, pero suscita debates sobre su compatibilidad con los principios educativos democráticos. Este trabajo analiza la legitimidad jurídica de la SUME, evaluando su conformidad con la legislación brasileña y sus impactos en los derechos de los estudiantes. Mediante una revisión bibliográfica y un análisis documental, se examinaron leyes, jurisprudencia y estudios sobre el tema. Los resultados indican que, aunque el programa no viola formalmente la LDB ni la Constitución, su funcionamiento práctico puede limitar la autonomía escolar y la libertad de los estudiantes, además de centralizar las decisiones en los agentes militares. Se concluye que la SUME requiere ajustes para equilibrar la seguridad y los derechos fundamentales, privilegiando modelos participativos y alternativas menos coercitivas.

Palabras clave: Militarización escolar. Derechos educativos. Seguridad pública. Gestión democrática. Policía militar.



INTRODUCTION

Education, as a fundamental right guaranteed by the Federal Constitution of 1988, represents an essential pillar for social development and citizenship formation (Brasil, 1988). However, in recent decades, the Brazilian school environment has faced increasing challenges, marked by the escalation of violence and insecurity.

The militarization of public schools has gained prominence in Brazil as a strategy to combat violence and improve discipline in the school environment. In the State of Pará, the Military Educational Supervision (SUME), implemented by the Military Police, represents a model that seeks to combine security and education, based on principles such as discipline, civic education and violence prevention.

In the State of Pará, this concern materialized in State Law 9,900/23, which established the Safe School Program by creating the Public Security and School Protection Center, within the scope of the State Department of Education (SEDUC), expanding the role of the Military Police (PM) in the educational field through Military Educational Supervision (SUME), an initiative in force since 2017.

SUME proposes a shared management between the Military Police and city halls, assuming administrative and disciplinary control of public schools. Its central objectives include the prevention of crime, the promotion of values such as discipline and citizenship, and the support of pedagogical activities.

However, this approach raises debates about its compatibility with the guarantee of democratic educational principles and the fundamental rights of students, especially with regard to school autonomy and freedom of expression.

This work focuses on the legal analysis of SUME in a municipal school in the State of Pará, notably, the "Manoel Carlos Silva" school as one of the places of realization, which will be examined the conformity with the Brazilian legal system, especially the Federal Constitution, the Law of Guidelines and Bases of Education (LDB) and the Statute of the Child and Adolescent (ECA), in addition to discussing the impacts of this policy on the educational environment.

The central problem of this study is to investigate whether military supervision in schools, as implemented in Pará, respects the principles of democratic management of education and the fundamental rights of students, or if it represents a form of excessive intervention that can compromise freedom and plurality in the school space.

The general objective is to analyze the legal legitimacy of SUME, while the specific objectives include: (a) to verify its compliance with educational legislation; (b) assess the



impacts on school autonomy and students' rights; and (c) discuss alternatives to reconcile security and pedagogical freedom.

The research adopts a qualitative approach, based on a bibliographic review of sources such as scientific articles, legislation, institutional reports and jurisprudence, as well as documentary analysis of materials related to SUME and public educational policies, as well as on-site observations of pedagogical dynamics and interactions between military personnel, educators and students.

The scientific relevance of this work lies in its contribution to the debate on school militarization, a theme that has not yet been explored from a legal perspective. Socially, a model that directly affects students, educators and communities is discussed, raising questions about human rights and democratic education. The feasibility of the research is guaranteed by the availability of sources and the topicality of the theme, which involves public policies in constant evaluation.

EDUCATIONAL PRINCIPLES GUIDING SUME

Military Educational Supervision or SUME is a strategic initiative of the Military Police of Pará (PMPA), inserted in the context of public security policies aimed at transforming the school environment into safe spaces conducive to the integral development of students.

SUME's educational principles are based on pillars that harmonize pedagogical practices with military values, articulating with national education guidelines and local demands for violence prevention.

One of the central foundations of SUME is discipline as a tool for social organization. The presence of military supervisors in schools is not limited to the control of conduct, but seeks to institute a structured routine, based on regular schedules, uniformity and respect for institutional norms (BRASIL, 2025).

This approach, according to PMPA records, is linked to the notion that order is an essential condition for learning, aligning with Foucaultian precepts of disciplining bodies and spaces, even if adapted to the educational context (BRASIL, 2025)

The emphasis on discipline is also reflected in the standardization of behaviors, as observed in the actions of the Independent School Police Company (CIPOE), which operates with patrols and security plans to curb infractions, according to academic analyses on the militarization of school territories.

Another structuring principle pointed out by Silva (2021) is civic and moral education, which aims to instill values such as patriotism, ethics, and social responsibility in students. SUME integrates extracurricular activities, such as civic ceremonies, instructions on



hierarchy and participation in community projects, highlighting the importance of civics in the construction of citizenship.

Institutional documents highlight that such practices are inspired by the National Common Curriculum Base (BNCC), which advocates the development of socio-emotional skills. The insertion of biblical verses and religious symbols in materials released by the PMPA, although controversial, reveals an attempt to associate traditional moral values with school education, reinforcing the notion that education transcends the cognitive sphere, encompassing ethical and spiritual dimensions (SILVA, 2021).

Also according to Silva (2021), the prevention of violence emerges as a priority axis, articulating public security and education. SUME operates through the diagnosis of vulnerabilities, mapping of risk areas and integration with security agencies, as evidenced in the School Safety Plans (PSE) prepared by CIPOE.

The strategy includes training teachers and students in self-protection practices, in addition to conflict mediation, aiming to reduce rates of indiscipline and crime. PMPA management reports emphasize that this preventive approach is supported by investments in police training and the acquisition of equipment, such as ballistic vests and non-lethal weapons, ensuring that the performance in schools balances rigor and respect for human rights (BRASIL, 2025).

Community integration is configured as the fourth principle, recognizing that the effectiveness of SUME depends on the collaboration between school, family and society. Projects such as PROERD (Educational Program for Drug Resistance) exemplify this synergy by promoting lectures and joint activities involving parents, students, and military personnel (BRASIL, 2025).

Data from the General Department of Education and Culture (DGEC) indicate that schools with military supervision recorded a reduction in school dropout and greater family engagement, factors associated with the creation of welcoming environments and the appreciation of dialogue. This perspective echoes educational theories that defend the school as a space for collective construction, even if adapted to the militarized logic of management (ALMEIDA, 2023).

Finally, the curricular alignment with contemporary demands ensures that SUME is not restricted to the imposition of rules, but promotes pedagogical innovation. The incorporation of technologies, such as distance learning platforms, and the offer of professional courses reflect the adaptation to the needs of the market and the guidelines of the Law of Guidelines and Bases of Education (LDB).



Technical reports emphasize that the continuing education of military supervisors includes modules on didactics and human rights, ensuring that pedagogical performance is technically qualified (Silva, 2024). This duality between military tradition and educational modernization illustrates the complexity of the model, which seeks to reconcile discipline with preparation for the challenges of the twenty-first century.

Therefore, the principles of SUME reveal a hybrid educational proposal, where military and pedagogical elements coexist, aiming not only at security, but at the formation of citizens aligned with ethical values and capable of contributing to the social order.

However, criticisms of militarization, such as those presented in studies on CIPOE, warn of the risks of excessive control and suppression of pluralities, a challenge that requires continuous monitoring to balance effectiveness and respect for individual freedoms.

COMPLIANCE OF MILITARY EDUCATIONAL SUPERVISION - SUME AS AN EDUCATIONAL POLICY IN THE LIGHT OF THE FEDERAL CONSTITUTION OF 1988

The implementation of the Military Educational Supervision Program (SUME) in the State of Pará raises important questions about its compatibility with the Brazilian legal system, especially in relation to three fundamental axes: school autonomy, freedom of expression of students, and the socio-educational function of the Military Police (BRASIL, 2025).

Article 3, item VIII, of the Law of Guidelines and Bases of National Education (LDB, Law No. 9,394/96), establishes as a principle of national education the "democratic management of public education, in the form of the law" (Brasil, 1996). This provision recognizes the school community, teachers, managers, students and parents as a central role in decision-making related to the pedagogical project and the internal organization of educational institutions (BRASIL, 2025).

However, the action of the Military Police through SUME can be interpreted as a limitation on school autonomy, especially when military personnel assume administrative and disciplinary functions that traditionally fall to education professionals.

For Mendonça (2019), although the program is presented as a cooperation initiative between the Military Police and the Department of Education, the presence of armed and hierarchically superior agents within the school tends to unbalance decision-making power, relegating educators and principals to a secondary role in issues related to management and pedagogical practice.

Thus, although SUME does not formally violate the LDB, its operational model may conflict with the spirit of the principle of democratic management, by concentrating command



prerogatives in non-educational hands, without guaranteeing real spaces for the participation of the school community.

In turn, article 5, item IV, of the Federal Constitution guarantees everyone the "free exercise of any work, trade or profession, provided that the professional qualifications established by law are met". Although this provision specifically deals with freedom of profession, it is part of a broader set of constitutional guarantees that include freedom of expression (art. 5, IX), human dignity (art. 1, III) and respect for children and adolescents (art. 227) (BRASIL, 2025).

According to Mello (2022), within the school environment, freedom of expression comprises the right of students to express their opinions, dress according to their personal and cultural identity, and participate in activities of a critical and reflective nature.

However, in the way in which the SUME is presented, there are indications that certain practices may restrict this freedom, especially when there is the imposition of uniforms, strict control of behavior, and punishments for deviations from the norm established by military supervisors (BRASIL; PASSOS, 2022).

The absence of specific regulation for the performance of the Military Police in schools can result in abusive interpretations of the concept of order and discipline, putting students' individual rights at risk. In this sense, the program needs to be permanently evaluated as to its proportionality and necessity, preventing security measures from compromising freedom of expression and the critical education of young people.

Article 144, paragraph 5, of the Federal Constitution provides that the States are responsible for organizing and maintaining military police and military fire brigades, whose attributions include ostensive police and the preservation of public order. Although the Magna Carta does not explicitly mention the role of the Military Police in the school environment, it is recognized that the prevention of crime and the maintenance of order are institutional competencies of these corporations (BRASIL, 2025).

However, the extension of this function to the educational sphere requires careful analysis. SUME goes beyond simple school surveillance, assuming pedagogical and administrative responsibilities, which can extrapolate the original vocation of the PM (MELLO, 2022).

Despite this, some experiences of SUME have been associated with the reduction of school violence and improvement in educational indicators, as will be the case presented below, suggesting that, in specific contexts, militarized intervention can fulfill a complementary socio-educational function.



3 STRATEGIES FOR CONFLICT PREVENTION AND MANAGEMENT IN SCHOOLS

The school environment, as a formative and social space, is a frequent stage of tensions and conflicts arising from interpersonal relationships, cultural differences, social pressures and structural inequalities. When poorly conducted, these conflicts can turn into episodes of violence, compromising the institutional climate and pedagogical processes (OLIVEIRA, 2022).

In this context, SUME, implemented by the State of Pará, emerges as an institutional response to the demands for security and peaceful coexistence in public schools. Although it may initially seem like a punitive or repressive model, SUME presents strategies that go beyond simple ostensive surveillance, incorporating elements of conflict mediation, restorative discipline, and citizenship education (SILVA, 2021).

However, in order to assess their legal legitimacy and social effectiveness, it is necessary to compare their practices with current regulations, especially those established by the Statute of the Child and Adolescent (ECA) and by national jurisprudence on police action in educational environments.

CONFLICT MEDIATION IN THE SCHOOL OF EDUCATIONAL MILITARY SUPERVISION – SUME AS AN EDUCATIONAL POLICY IN THE LIGHT OF THE STATUTE OF THE CHILD AND ADOLESCENT.

The Statute of the Child and Adolescent (Law No. 8,069/90), in its Article 15, provides that "children and adolescents have the right to freedom, respect and dignity as members of civil society and protagonists of its development process" (BRASIL, 2025, online).

While Article 101, V of the same provision provides that the practice of an infraction must be preceded by a psychological and social study, highlighting the importance of the educational approach and not just punitive in the education of children and adolescents.

In this sense, as Oliveira (2021) explains, the ECA is guided by a socio-educational logic, whose objective is to promote reflection, reparation, and social reintegration of young offenders, and not just to apply sanctions. Conflict mediation is also recognized as an important tool in this process, as pointed out in the National Parameters for Human Rights Education, which recommend the use of restorative practices as a way to resolve disputes in a non-violent and participatory manner.

SUME, in turn, has also adopted conflict management strategies based on dialogue and active listening, such as peace circles, peer mediation and structured dialogue. These practices are similar to those recommended by the ECA, demonstrating compatibility with the socio-educational paradigm (OLIVEIRA, 2022).



However, a fundamental difference lies in the authorship of these interventions, while the ECA delegates the main responsibility to education and social assistance professionals, in SUME, this function is assumed by public security agents, which can generate institutional discomfort and questions about the legitimacy of the police presence in pedagogical situations.

Although the program claims to follow models of restorative discipline inspired by authors such as Elizabeth Wachtel and Howard Zehr, the absence of specific regulation for military action in the school environment creates risks of coercive instrumentalization of mediation practices, which may violate principles such as voluntariness, impartiality and confidentiality inherent to the conflict resolution process (MENDONÇA, 2019).

Thus, it is essential that the program be submitted to external control mechanisms, such as the monitoring of representatives of the Public Prosecutor's Office and Guardianship Councils, ensuring that its performance is aligned with the fundamental rights of students.

SCHOOL OF MILITARY EDUCATIONAL SUPERVISION IN TUCURUÍ/PA: THE CASE AT EMEF MANOEL CARLOS SILVA

The School with Military Supervision "Manoel Carlos Silva" is a partnership between the Municipality of Tucuruí and the Military Police of Pará.

Currently, the general coordination of the project is carried out by Lieutenant Colonel Marciel, while the operational coordination is carried out by Lieutenant Márcio, Junior Lieutenant, as well as other auxiliary Military personnel.

The Sume (Military Educational Supervision) project is expanding in several locations in the state.

The integration between the pedagogical project of the Municipal Department of Education of Tucuruí and the Military Supervision of the 13th Military Police Battalion, for the implementation of the School with Military Supervision "Manoel Carlos Silva", the agreement was signed on August 15, 2022, provides the benefited students with chances of a more prosperous future through education and civic values that will be worshipped daily.

By carrying out an on-site visit to the Manuel Carlos Silva school, it was possible to verify that the institution has a grandiose physical infrastructure for the traditional standards of current Tucuruí schools, suitable for the development of pedagogical activities, with a Computer Lab, Reading Room and educational projects integrated with the Education Development Plan (PDE), which aim to improve the quality of teaching and student participation.



The "Manoel Carlos Silva" School with Military Supervision is the result of a partnership between the Municipality of Tucuruí and the Military Police of Pará, representing a management model of formal education and military discipline. Located at Rua A, S/Nº, in the Nova Matinha neighborhood, in Tucuruí, the school serves students from Elementary School I and II, in addition to offering full-time education for students in the 1st and 2nd years.

Before the implementation of the Military Educational Supervision Program (SUME), EMEF Manoel Carlos Silva had approximately 500 students. With the implementation of SUME, this number jumped to almost 1,200 enrollments, evidencing the community's acceptance and the positive impact of the initiative. The school operates in two shifts:

- Morning: Check-in at 07:00 am and check-out at 11:30 am.
- Afternoon: Check-in at 1:00 pm and check-out at 5:30 pm
- Full-time education has classes from 07:00 am to 14:00 pm.

The school has clubs for extracurricular activities, such as Futsal, Volleyball, Judo, Roller Skating and Music, which aim to stimulate the physical, cultural and socio-emotional development of students.

Under the coordination of the military, SUME's main objectives are:

- Ensure a safe and disciplined school environment.
- Promote civic values, such as respect, hierarchy, and responsibility.
- To raise the quality of teaching through the integration of pedagogy and military discipline.

The agreement for the implementation of the project was signed on August 15, 2022, consolidating the partnership between the Municipal Department of Education of Tucuruí and the 13th Military Police Battalion.

EMEF Manoel Carlos Silva stands out for its excellent performance in internal evaluations, in criteria such as:

- Community participation.
- Adequate physical structure.
- Socio-emotional development of students.
- Student motivation and engagement.

The implementation of SUME at EMEF Manoel Carlos Silva demonstrates how the integration between municipal educational policies and military methodologies can:



- To meet the demands of security and discipline, reducing rates of violence and school dropout.
- Strengthen civic education by preparing students not only academically but also as conscious citizens.
- Expand access to extracurricular activities, enriching the school curriculum.

However, it is essential to monitor the long-term impacts, ensuring that disciplinary rigidity does not compromise students' creativity and autonomy. Educational practice must balance local culture with propaedeutic training, ensuring that students develop critical and socio-affective skills beyond discipline.

The case of EMEF Manoel Carlos Silva illustrates the potential of schools with military supervision to transform educational realities, especially in contexts where discipline and security are challenges. The expansion of SUME in Pará reflects a growing model, which, when well implemented, can offer quality education and future opportunities for students.

However, in view of the critical analysis developed in this study and considering the constitutional principles that govern education, it is necessary to reflect on the compatibility of the model with human rights, focusing on the centrality of the student as a subject of rights.

Although the experience of EMEF Manoel Carlos Silva shows significant advances in terms of safety, discipline and community engagement, the effectiveness and legitimacy of SUME must be evaluated in the light of the legal and normative frameworks of Brazilian education, especially the full protection of childhood and adolescence.

The adoption of restorative practices to the detriment of severe punishments is an important advance. As Lima (2023) points out, qualified conflict mediation promotes youth protagonism, empathy, and active listening, favoring a more humanized approach to school discipline. However, for this practice to be consolidated, it is necessary to invest in continuous training of military supervisors in topics such as human rights, diversity, developmental psychology and educational legislation.

Another essential point is the appreciation of plurality in the school environment. Civic practices such as the singing of anthems and the use of standardized uniforms should be tools for the construction of collective identity, and not instruments of symbolic imposition. As Souza (2021) points out, citizenship is not limited to uncritical adherence to instituted values, and it is essential to guarantee spaces for the exercise of freedom of expression, criticism, and respect for different cultural, religious, and political identities.



In the institutional aspect, it is essential to preserve the pedagogical autonomy of the school. The practice, observed in experiences such as that of Manoel Carlos Silva, of military supervisors requesting authorization from teachers to intervene in the classroom, must be standardized and monitored by school councils and ombudsmen. This ensures that the teaching authority is not compromised and that the teaching-learning process does not suffer undue interference.

The training of SUME agents must include topics such as combating racism, sexual and gender diversity, constitutional guarantees and professional ethics. According to Mello (2022), public policies for educational security are only legitimate if they operate within the limits of the Democratic Rule of Law, promoting inclusion and avoiding oppressive surveillance practices.

It is also important to create a system of participatory evaluation of the impacts of SUME on students' rights. This system must involve the school community, experts in education and human rights, and ensure public access to the information produced. As Oliveira (2022) points out, social control is an indispensable condition to ensure that the objectives of citizenship education and the full protection of students are effectively achieved.

Therefore, the continuity of SUME at EMEF Manoel Carlos Silva, and in other school units, must be conditioned to its compatibility with the principles of human dignity, freedom of expression, diversity and social justice. Discipline can and should be an instrument of emancipation, as long as it is associated with dialogue, listening and valuing student autonomy.

The challenge is to ensure that order does not silence creativity, that security does not sacrifice dignity, and that the military presence does not replace the pedagogical essence of the school.

Thus, aligning SUME with the precepts of human rights is more than a technical recommendation, it is an ethical and constitutional imperative.

FINAL CONSIDERATIONS

Throughout this work, we sought to analyze the Military Educational Supervision (SUME) in the State of Pará from a legal perspective, evaluating its compliance with the Brazilian legal system and its impacts on the school environment. The proposed objectives were achieved, allowing a critical reflection on the theme.



Regarding the first specific objective, to verify the compatibility of SUME with educational legislation, it was found that, although the program does not formally violate the LDB or the Federal Constitution, its practical implementation may conflict with principles such as democratic management and school autonomy. The presence of military agents in administrative and disciplinary functions tends to centralize decisions, marginalizing the participation of educators and the school community.

As for the second objective, to evaluate the impacts on students' rights, it was observed that the emphasis on discipline and standardization of behaviors can limit freedom of expression and pedagogical plurality. Although SUME presents conflict mediation strategies aligned with the ECA, the performance of military police officers in educational issues generates tensions, especially due to the lack of clear regulation on the limits of this intervention.

In the third objective, to discuss alternatives to reconcile security and pedagogical freedom, the need for greater integration between security policies and democratic educational projects was identified. Programs based on dialogue with the community, teacher training in conflict mediation and investment in school infrastructure emerge as paths more aligned with the constitutional principles of education.

Finally, the implementation of the Military Educational Supervision Program at the "Manoel Carlos Silva" school in Tucuruí, configures a concrete and innovative response to the contemporary challenges of public education in contexts of high social vulnerability.

The analysis of empirical data, complemented by theoretical references and official documents, allows us to conclude that the model has the potential to have a positive impact on school safety, the rescue of civic values and the reorganization of disciplinary relations in the educational environment.

However, the effectiveness of SUME cannot be measured exclusively by metrics of violence reduction or improvement of academic performance. The legal and pedagogical evaluation of a shared management model between military forces and educational institutions requires attention to the set of constitutional guarantees that govern Brazilian education, particularly the principles of human dignity, freedom of expression, cultural plurality, and pedagogical autonomy.

The militarization of educational spaces, if not conducted with technical rigor and democratic sensitivity, can become an instrument of silencing and cultural homogenization, compromising the pluralism that should characterize the school environment.

Thus, the success of SUME will depend on its ability to adapt to different contexts, respect local particularities and consolidate pedagogical practices committed to human



rights. The recommendations presented here, especially with regard to the continuous training of military supervisors, the strengthening of teacher autonomy and the creation of instances of social control, point to the need for a model that goes beyond physical security, also promoting legal, emotional and institutional security for all subjects involved in the educational process.

In view of this, it is concluded that SUME, when structured from an ethical and constitutional perspective, can constitute an important public policy to confront violence in schools. However, its legitimacy and permanence will depend on the continuous commitment to democratic principles and to the formation of critical, autonomous subjects who are fully aware of their rights and duties in society.

It is concluded that, although SUME has obtained positive results in reducing violence rates, its current model lacks a balance between order and freedom. Militarization should not replace the collective construction of a safe and inclusive school environment.

It is therefore recommended that the program be reviewed to ensure greater transparency, democratic participation and respect for fundamental rights, ensuring that the search for security does not compromise the pedagogical essence of the school.



REFERENCES

1. BRAZIL. National Council Of The Public Prosecutor's Office. Dialogues And Conflict Mediation In Schools: A Practical Guide For Educators. Brasília: CNMP, 2014.
2. BRAZIL. Constitution Of The Federative Republic Of Brazil Of 1988. Article 144, Paragraph 5.
3. BRAZIL. Decree No. 11,469, Of April 11, 2023. Establishes The Interministerial Working Group To Propose Policies To Prevent And Combat Violence In Schools. Federal Official Gazette, Brasília, DF, April 12, 2023.
4. CONCEIÇÃO, Mayara ; PASSOS, Sônia Da Costa. The Effectiveness Of Military Educational Supervision In The Prevention Of Violence In The School Environment: An Analysis From The Perspective Of The Teaching And Technical Staff Of The Brigadeiro Fontenelle State School Of Elementary And High School. 2022.
5. ALMEIDA, Eliete. Perception Of Indiscipline In The School Community In The City Of Belém And Ananindeua/PA, In The Classes Of The 6th Year Of Elementary School. Phd In Education From The Faculty Of Education Sciences And Communication Of The Autonomous University Of Asunción – UAA - Repositorio De Tesis Y Trabajos Finales UAA. Asunción-Paraguay. 2023. Available At: <https://journals.openedition.org/geografares/1785>. Accessed On: 20 Feb. 2025.
6. DO AUNÁRIO, Commission. Education And Culture. PMPA Yearbook, P. 126-143, 2021.
7. GOLEMAN, Daniel. Emotional Intelligence. Rio De Janeiro: Objetiva, 2018.
8. LIMA, C. S. Conflict Mediation In The School Environment: Challenges And Perspectives. 2. Ed. Rio De Janeiro: Editora Acadêmica, 2023.
9. MELLO, R. A. School Management And Public Security: Possible Dialogues. São Paulo: Edições Liberdade, 2022.
10. MENDONÇA, Erasto Fortes. Civic-Military Schools: Citizen Or Tin Soldiers?. Retratos Da Escola, V. 13, N. 27, P. 621-636, 2019.
11. NUNES, Antonio Carlos Ozório. Restorative Practices: A Guide For Schools. São Paulo: Public Prosecutor's Office Of The State Of São Paulo, 2021.
12. OLIVEIRA, Eduardo Ranieri Costa Góes De. The Military Police Gang Project (PMCE) Under The Federal Constitution Of 1988 And ECA. 2021. Doctoral Thesis.
13. OLIVEIRA, M. P. Education And Civic Values: Reconstructing Identities In Public Schools. Belo Horizonte: Autentica, 2022.
14. OLIVEIRA, João. Proximity Police: A New Paradigm Of Public Security Management. Revista De Administração Pública, V. 56, N. 1, P. 134-162, 2017.
15. BRAZIL. State Law No. 9,900, Of 2023. Establishes The Safe School Program And Creates The Center For Public Security And School Protection, Within The Scope Of



The State Department Of Education (SEDUC). Official Gazette Of The State Of Pará, Belém, PA, 2023.

16. PORTES, Alana Dourado; DE ARAÚJO, Vania Carvalho. The World Presented To Brazilian Children: Arendt's Reflections On Attacks Against Schools. *Revista Ponto De Vista*, V. 12, N. 2, P. 01-20, 2023.
17. SILVA, Leildo Dias. Militarization Of School Territories: CIPOE's Performance In Schools In Greater Belém During The Pandemic. *Geografares*, V. 32, 2021. Available At: <https://journals.openedition.org/geografares/1785>. Accessed On: 10 Feb. 2025.
18. SOUZA, J. T. Violence In Schools And Prevention Policies. Curitiba: Editora Prismas, 2021.