

**PEDAGOGICAL COORDINATION AND DIVERSITY: A LITERATURE REVIEW
ON COMBATING BULLYING IN SCHOOLS**

**COORDENAÇÃO PEDAGÓGICA E DIVERSIDADES: UMA REVISÃO DA
LITERATURA SOBRE O COMBATE AO BULLYING NAS ESCOLAS**

**COORDINACIÓN PEDAGÓGICA Y DIVERSIDADES: UNA REVISIÓN DE LA
LITERATURA SOBRE EL COMBATE AL ACOSO ESCOLAR EN LAS
ESCUELAS**

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ABSTRACT

This study investigates bullying in the school environment and its implications for students, with emphasis on the role of educational management in preventing and combating such violence. The research was conducted through a narrative review of literature, analyzing public policies, conflict mediation and promotion of the culture of peace as essential strategies for building an inclusive and democratic school environment. It is characterized as applied research, with a qualitative approach and exploratory character. We consulted theoretical references published between 2010 and 2024, covering legislation, scientific articles and dissertations that discuss the prevention of bullying in schools. The data analysis followed the narrative literature review methodology, allowing a critical view of the state of the art on the subject. The results indicate that the Brazilian legislation, including the Statute of Children and Adolescents (SCA) and Law 13.185/2015, establishes guidelines for the prevention of bullying, but its implementation in schools still faces challenges. The study highlights different manifestations of bullying - physical, verbal, psychological, social and virtual - and its impacts on students' mental health, academic performance and social interaction. In addition, it highlights the crucial role of educational management in the early identification of the problem, the training of teachers and the development of institutional strategies to combat bullying. It is concluded that the fight against bullying requires an integrated approach,

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involving schools, families and communities. School management should foster awareness policies and conflict mediation strategies, ensuring a safe and welcoming environment for all students.

Keywords: Conflict Mediation. Coping with Violence. School Management.

RESUMO

Este estudo investiga o bullying no ambiente escolar e suas implicações para os estudantes, com ênfase no papel da gestão educacional na prevenção e no combate a essa violência. A pesquisa foi conduzida por meio de uma revisão narrativa da literatura, analisando políticas públicas, mediação de conflitos e promoção da cultura de paz como estratégias essenciais para a construção de um ambiente escolar inclusivo e democrático. Caracteriza-se como uma pesquisa aplicada, de abordagem qualitativa e de caráter exploratório. Foram consultadas referências teóricas publicadas entre 2010 e 2024, abrangendo legislações, artigos científicos e dissertações que discutem a prevenção do bullying nas escolas. A análise dos dados seguiu a metodologia de revisão bibliográfica narrativa, permitindo uma visão crítica do estado da arte sobre o tema. Os resultados apontam que a legislação brasileira, incluindo o Estatuto da Criança e do Adolescente (ECA) e a Lei n.º 13.185/2015, estabelece diretrizes para a prevenção do bullying, porém sua implementação nas escolas ainda enfrenta desafios. O estudo destaca diferentes manifestações do bullying – física, verbal, psicológica, social e virtual – e seus impactos na saúde mental, no desempenho acadêmico e no convívio social dos estudantes. Além disso, evidencia o papel crucial da gestão educacional na identificação precoce do problema, na capacitação de professores e no desenvolvimento de estratégias institucionais de combate ao bullying. Conclui-se que o enfrentamento do bullying exige uma abordagem integrada, envolvendo escolas, famílias e comunidades. A gestão escolar deve fomentar políticas de conscientização e estratégias de mediação de conflitos, garantindo um ambiente seguro e acolhedor para todos os estudantes.

Palavras-chave: Enfrentamento à Violência. Gestão Escolar. Mediação de Conflitos.

RESUMEN

Este estudio investiga el acoso escolar en el entorno educativo y sus implicaciones para los estudiantes, con énfasis en el papel de la gestión educativa en la prevención y el combate de esta forma de violencia. La investigación se llevó a cabo mediante una revisión narrativa de la literatura, analizando las políticas públicas, la mediación de conflictos y la promoción de una cultura de paz como estrategias esenciales para la construcción de un ambiente escolar inclusivo y democrático. Se caracteriza como una investigación aplicada, de enfoque cualitativo y de carácter exploratorio. Se consultaron referencias teóricas publicadas entre 2010 y 2024, que abarcan legislaciones, artículos científicos y disertaciones que abordan la prevención del acoso escolar. El análisis de los datos siguió la metodología de revisión bibliográfica narrativa, permitiendo una visión crítica del estado del arte sobre el tema. Los resultados señalan que la legislación brasileña, incluido el Estatuto del Niño y del Adolescente (ECA) y la Ley n.º 13.185/2015, establece directrices para la prevención del acoso escolar; sin embargo, su implementación en las escuelas aún enfrenta desafíos. El estudio destaca diferentes manifestaciones del acoso escolar—física, verbal, psicológica, social y virtual—y sus impactos en la salud mental, el rendimiento académico y la convivencia social de los estudiantes. Además, evidencia el papel crucial de la gestión educativa en la identificación temprana del problema, la capacitación docente y el desarrollo de estrategias institucionales para combatir el acoso escolar. Se concluye que el enfrentamiento del acoso escolar requiere un enfoque integrado que involucre a las escuelas, las familias y las comunidades. La gestión escolar debe promover políticas de concienciación y estrategias



de mediación de conflictos, garantizando un entorno seguro y acogedor para todos los estudiantes.

Palavras-chave: Enfrentamiento a la Violencia. Gestión Escolar. Mediación de Conflictos.



1 INTRODUCTION

According to Guimarães and Souza (2025), bullying is a social manifestation that is extremely relevant within the school context. For the authors, it can be defined as a set of repetitive actions that involve intimidation actions; physical, verbal or emotional violence; humiliation and exclusion among students. Reis et al. (2016) corroborate these statements by stating that bullying is a negative form of interpersonal relationships among students, which triggers serious consequences for the victims of this behavior, such as: anxiety, isolation, irritability, aggressiveness, affective problems and exclusion.

For Lourenço et al. (2009), bullying also encompasses all actions practiced in the school environment that involve unequal power relations, with or without evident motivation; adopted by one or more students in an aggressive, intentional and repetitive way, which make it possible to intimidate the victim, causing him or her feelings of pain and anguish. In view of these allegations, it is up to school management to be aware of this form of violence so that they can diagnose, intervene and create ways to prevent it in the educational sphere.

Adão and Bastos Junior (2020) defend the use of public policies and the application of projects that involve conflict prevention and mediation and the promotion of a culture of peace as a way to mitigate manifestations of violence at school. Orique; Hammes and Moita, (2021) reiterate the importance of knowing the reality of the school and the socioeconomic context in which it is inserted, with the active participation of the entire school community (school institution, family and community) in the actions and projects developed in the search to achieve positive results.

Mattos; Komuro and Shimada (2023) state that education aimed at disseminating a culture that promotes human rights is capable of propagating evaluative principles that contribute to the maintenance of the democratization of civil society. In this context, the authors state that the representation of students through the Student Council and Human Rights Commissions in schools favors the fight against bullying, as students become protagonists by accepting part of these demands in the elaboration of methodologies, projects and research aimed at raising the awareness of other colleagues.

Therefore, this work seeks to analyze, through a narrative review of the literature, the phenomenon of bullying in the school environment and its implications for students; as well as the role of educational management in preventing and combating this form of violence, highlighting the importance of public policies, conflict mediation and the promotion of a culture of peace as strategies for building a more inclusive and democratic school environment.

Initially, the research describes the main public policies and conflict mediation actions carried out by schools in the fight against school bullying. Then, the theme of bullying within the school context will be explored; as well as the role of educational management in identifying, preventing and combating it.

2 METHODOLOGY

For Gil (2008), research is an investigative process that is concerned with discovering the relationships between aspects involving facts, phenomena, situations or things. It consists of a rational and systematic procedure that seeks to find answers to the problems that are proposed. It is accompanied by several stages, from the formulation of the problem to the presentation and discussion of the results.

As for its nature, this work is characterized by applied research. For Pereira (2023), when applying research, it serves to test or refute theories or hypotheses; as well as having the ability to diagnose, intervene and solve problems arising from a social and productive world, due to its ability to collect, process facts and data, in order to generate results that cause an impact on society. In relation to its objectives, it is an exploratory type of research. Its purpose is to provide greater familiarity with the problem, with a view to making it more explicit (Gil, 2008).

The approach used in this work will be qualitative. In it, the purpose of this study is to understand and reconstruct existing knowledge on the investigated theme. Thus, qualitative research aims to describe, interpret and seek to understand facts, phenomena and situations from an analysis of their content (Leite, 2017).

Among the procedures used for the development of the work are: bibliographic research - with a survey of theoretical references already analyzed and published by written and electronic means: such as books, scientific articles, dissertations and theses; in order to analyze the content of these works and meet the objectives proposed in this research (Fonseca, 2002). Scientific articles published in national and international journals, regardless of the language in which they were written, from the last fifteen years (2010 to 2025) were collected using the following keywords: 'conflict mediation'; human rights'; 'the legislation on bullying in schools'; 'bullying in elementary school final years'; 'pedagogical management and bullying'; 'Education for diversity: combating bullying in schools'.

The data analysis took place through the narrative literature review, which aims to describe and discuss the "state of the art" of a given theme based on the consultation of the existing literature and critical analysis by the author himself (Silva, 2022).

3 RESULTS AND DISCUSSION

50 works were selected for the analysis and critical discussion of the state of the art on the subject, with 42 scientific articles published in national and international journals between 2010 and 2025, six Brazilian federal laws and two state laws in Ceará.

3.1 PUBLIC POLICIES AND CONFLICT MEDIATION ACTIONS IN SCHOOLS

Pereira, Fernandes, and Dell'Aglio (2022) conducted a documentary study on Brazilian legislation with the aim of investigating the nature of the rules and verifying whether they had a punitive, preventive, or informative nature. The authors analyzed documents such as the Federal Constitution of 1988 (Brasil, 1988), the Statute of the Child and Adolescent (ECA) (Brasil, 1990), the Law of Guidelines and Bases of National Education (LDB) (Brasil, 1996), as well as legislation under debate or approved in the National Congress and in the State Legislative Assemblies.

According to the second article of the Law of Guidelines and Bases of National Education (Brasil, 1996), "[...] education, a duty of the family and the State, inspired by the principles of freedom and the ideals of human solidarity, aims at the full development of the student, his preparation for the exercise of citizenship and his qualification for work". In this context, Bichaco, Bonfim and Dedoné (2020) state that it is up to the school community to build an educational environment that stimulates empathy and develops social skills capable of promoting collective awareness about respect for diversity and bullying prevention, directing attention to compliance with the legislation.

Law No. 13,185/2015, which established the Program to Combat Systematic Intimidation (Bullying), characterizes, in its article 2, forms of bullying as any type of physical or psychological violence, as well as discriminatory acts involving intimidation and humiliation, which may result in physical aggression, systematic provocation and name-calling, pejorative nicknames, prejudiced expressions and insults. In addition, the law includes any type of threat, regardless of the means by which it is carried out, that results in premeditated social isolation.

Article 3 of the aforementioned law classifies bullying into different categories:

- I. Verbal: insults, curses and pejorative nicknames;
- II. Moral: defamation, slander and dissemination of rumors;
- III. Sexual: harassment or abuse, directly or indirectly;
- IV. Social: acts that result in the isolation, exclusion or rejection of the victim;
- V. Psychological: persecution, intimidation, fear, blackmail and emotional distress;
- VI. Physical: aggressions such as punches, kicks and other types of bodily injuries;
- VII. Material: thefts, robberies and destruction of the victim's belongings;
- VIII. Virtual (cyberbullying): sending offensive messages, exposing the victim's intimacy, tampering with images and disclosing personal data, resulting in suffering and psychological and social embarrassment.

According to Pereira, Fernandes and Dell'Aglio (2022), the ECA provides that, given the vulnerability of children and adolescents, especially because they are in the process of development, there must be a broad and effective prevention policy, ensuring the rights established in the legislation. These rights can be classified into three levels:

1. Primary: guarantee of the fundamental rights provided for in the Federal Constitution;
2. Secondary: creation and implementation of programs aimed at supporting and guiding young people and families at risk;
3. Tertiary: measures to mitigate and solve the problem through specialized care and referrals to multidisciplinary teams.

Some legislation, such as Law No. 13,277/2016, which establishes the National Day to Combat Bullying and Violence at School, are informative and preventive. Likewise, Law No. 13,663/2018, which amends Law No. 9,394/1996 (LDB), reinforces the role of schools in raising awareness, preventing and combating all forms of violence, promoting a culture of peace in the school environment.

In the State of Ceará, Law No. 14,754/2010 allows the executive branch to institute programs to prevent and combat school bullying, based on interdisciplinary actions and the participation of the school community. Article 4 of this law determines the creation of a multidisciplinary team in each teaching unit, composed of teachers, students, parents and volunteers, with the purpose of developing didactic, informative and preventive activities related to bullying.

Article 6 establishes that school units must approve an action plan aimed at combating and preventing bullying, including these activities in the school calendar to ensure their effective application. In addition, the first paragraph determines that schools keep a record of



occurrences and measures adopted to raise awareness, prevent and combat bullying on their premises. The second paragraph requires educational institutions to adopt appropriate measures and submit bimonthly reports of occurrences to the Department of Education of the State of Ceará (SEDUC-CE) and the Prosecutor's Office for Children and Adolescents. Article 8 of the law also provides that victims and aggressors can be referred to medical, social, psychological and legal assistance services, through partnerships and agreements.

In addition, Law No. 14,943/2011 established the Whistleblower Hotline service to combat bullying in the State of Ceará. The rule establishes that the "disque-bullying" works free of charge, 24 hours a day, throughout the year, and SEDUC-CE is responsible for providing the necessary support for the implementation of the law, aiming at the eradication of this problem in schools.

3.2 THE PHENOMENON OF BULLYING IN THE SCHOOL CONTEXT

In the school context, bullying has been consolidated as a recurrent theme of great relevance in discussions about violence and forms of coexistence in educational environments. This phenomenon has been intensified by cyberbullying, which has become even more prevalent with the increase in students' access to electronic devices and the reduction of supervision by adults (Waasdorp & Bradshaw, 2015).

In addition, bullying predominantly affects children and adolescents, stages of development in which the school, through its educational processes and active methodologies, must offer psychosocial and emotional support, positively influencing the formation of these individuals. Such aggressive and violent behaviors arouse social concern, since they have similarities with the psychic devices triggered by fascist ideology (Silva et al., 2017).

At the heart of school bullying are behaviors ranging from physical aggression to more subtle forms of violence, such as insults and social exclusion (Silva & Costa, 2016). As described by Pozzoli, Gini and Thornberg (2016), such attitudes encompass humiliation, threats and intimidation, seeking to reinforce the aggressor's position of power in relation to the victim. The diversity of these manifestations makes the phenomenon complex, requiring diversified approaches for its understanding and intervention.

Research indicates the existence of multiple forms of violence in the school environment. Among them, the following stand out: physical: direct bodily aggression (Mattos, Komuro & Shimada, 2023); verbal: insults and curses (Batalha Júnior, 2019); psychological:

threats and behavioral manipulations (Silva Neto, 2023); sexual: harassment and coercion (Fernandes & Yunes, 2021; Santos, 2020); patrimonial: destruction or subtraction of other people's belongings. These different modalities reinforce the need for effective educational policies to prevent and mitigate such behaviors.

Mattos, Komuro, and Shimada (2023) point out that the advent of the internet, digital technologies, and mobile devices has introduced new dimensions to bullying, especially in the form of cyberbullying, which uses these means to perpetuate aggression. Mallmann, Lisboa and Calza (2018) highlight that this modality allows the aggressor to reach the victim in virtual spaces, overcoming the barriers of the school environment and intensifying the emotional and social impacts. The expanded reach of digital aggression highlights the need for strategies that protect students in both the physical and virtual environments.

The impacts of bullying extend significantly to the mental health of students (Vieira et al., 2020). Bottino et al. (2015) state that victims of this violence are more likely to develop anxiety disorders, stress, low self-esteem, in addition to having a higher risk of use or abuse of licit and/or illicit drugs. Symptoms of depression, suicidal ideation, and suicide attempts are also frequent and can persist into adulthood. According to Tavares et al. (2022), these psychological consequences compromise not only the emotional well-being of students, but also their ability to establish healthy interpersonal relationships, impairing social interaction and quality of life.

Zequinão et al. (2017) emphasize that the persistence of a negative school environment can generate a vicious cycle, in which the reduction of student engagement contributes to the increase in school dropout rates and, consequently, to the perpetuation of educational inequalities. In addition to the damage to mental health, bullying directly impacts the academic performance of students, demonstrating that a hostile environment interferes with concentration and class performance, leading to school dropout and lower performance (Zequinão et al., 2021).

From a social point of view, bullying contributes to the isolation of affected individuals, since victims often withdraw from interactions to avoid further aggression. This social retraction can result in difficulties in forming affective bonds and building support networks, essential elements for healthy development (Fernandes & Yunes, 2021). The absence of robust social support, as pointed out by Zequinão et al. (2017), can intensify the negative effects of bullying, promoting an environment of constant insecurity and vulnerability.

Understanding the phenomenon of bullying therefore requires a multidimensional approach that takes into account not only the direct manifestations of violence, but also its profound impacts on students' mental, social, and academic health (Serpa, 2023). Systematic studies demonstrate that effective interventions must involve a partnership between schools, families, and communities, with the aim of creating an educational environment that prioritizes respect, inclusion, and the well-being of all involved. Among the possible initiatives, awareness programs, training for teachers, and institutional policies aimed at preventing and confronting bullying stand out (Alliprandini, 2014; Fernandes et al., 2015).

In summary, bullying in the school context represents a complex challenge that requires integrated and sustainable responses. Recent scientific evidence demonstrates that combating this phenomenon should focus both on the early identification of aggressive behaviors and on the implementation of strategies that promote resilience and support for victims (Faraj et al., 2021). In this way, the creation of a safe and welcoming environment becomes a fundamental pillar for the integral development of students and for the construction of a more just and equitable society (Barbosa & Barros, 2016).

3.3 THE ROLE OF EDUCATIONAL MANAGEMENT IN IDENTIFYING, PREVENTING AND COMBATING BULLYING

Pedagogical coordination plays a crucial role in identifying, preventing, and combating this problem, acting as a mediator between teachers, students, principals, and the school community (Orique; Hammes; Moita, 2021). Early identification of bullying is essential for the implementation of effective intervention measures (Duboc et al., 2021).

Pedagogical management, due to its strategic position, has the responsibility of observing and analyzing interactions between students, identifying signs of aggression and victimization (Adão and Bastos Junior (2020). Silva and Bazon (2017) emphasize that the continuous training of educators is essential to improve sensitivity and competence in identifying bullying situations, contributing to a safer and more inclusive school environment.

In addition, it is essential that coordinators develop standardized instruments and protocols for collecting data on bullying incidents, allowing for a more accurate analysis and the development of appropriate intervention strategies, in order to comply with what is established in the educational legislation that deals with the subject. The use of anonymous questionnaires and individual interviews with students can be an effective tool in this process, as suggested by Crochík et al. (2014).

Bullying prevention involves creating a positive school climate, where values such as respect, empathy, and solidarity are promoted and practiced. School management plays a central role in the implementation of educational programs to combat bullying, together with the teaching staff, addressing these issues, integrating them into the school curriculum and promoting activities that encourage reflection and awareness among students (Ferreira; Mendonça, 2023).

Pereira Júnior et al. (2024) highlight the effectiveness of "Help Teams", a strategy that involves stimulating youth protagonism in promoting healthy coexistence and reducing school violence. According to the authors, the project consists of the creation and training of student teams, which act as a support system among equals, in which the students themselves are trained to act as mediators and supporters in situations of bullying, social exclusion and isolation

However, the implementation of prevention programs faces significant challenges, such as: resistance on the part of some members of the school community (especially when bullying is established in issues related to gender diversity, such as transphobia, for example); and the lack of material and human resources (Rabelo; Porto, 2024).

To overcome these barriers, it is essential that pedagogical coordination seeks partnerships with external institutions, such as universities and non-governmental organizations, aiming at the continuous training of educators and the development of appropriate teaching materials (Bedin et al., 2013). In addition, it is important to involve families in the educational process, promoting a collaborative approach to coping with bullying (Silva; Borges, 2018).

With regard to the effective fight against bullying, school management must act in the elaboration, articulation and implementation of clear and coherent institutional policies, which must be aligned with the school's Pedagogical Political Project (PPP) and its internal regulations. These documents should encourage practices of respect for diversity to be developed with students throughout the school year, including the definition of norms and procedures for conflict management, which enable all members of the school community to understand their role and responsibilities within this context (Bezerra, 2013).

The research by Crochik et al. (2014) indicates that school managers who recognize the social determinants of school violence tend to propose more structured and effective actions to combat bullying. In addition, it is essential that coordinators promote a favorable environment for discussion and continuing education of teachers, enabling them to deal with

bullying situations in an assertive and empathetic manner (Silva and Rosa, 2013). Silva and Bazon (2017) emphasize that raising educators' awareness of the various forms of aggression is crucial for appropriate intervention and for the promotion of a less violent and exclusionary school environment.

Thus, the role of pedagogical coordination in identifying, preventing, and combating bullying is of paramount importance for building a healthy and inclusive school environment (Lima and Ingrassia, 2023). Through coordinated actions, which involve the continuous training of educators, the implementation of prevention programs, and the development of clear institutional policies, coordinators can contribute significantly to the reduction of bullying rates and to the well-being of the entire school community (Serpa, 2023).

Recent literature reinforces the need for an integrated and collaborative approach, which considers the specificities of each context and promotes the active participation of all actors involved in the educational process, promoting inclusive education that guarantees human rights and essential learning for all students (Nascimento and Neto, 2020).

4 FINAL CONSIDERATIONS

The present study analyzed the problem of bullying in the school context, highlighting public policies and conflict mediation actions, the complexity of the phenomenon and the essential role of educational management in identifying, preventing and combating this practice. The data showed that, although the Brazilian legislation contemplates preventive, informative and punitive measures, the effectiveness of these norms depends on the implementation of concrete strategies in the school environment, ensuring the construction of a culture of peace and respect for diversity.

The analysis of the phenomenon of bullying revealed its multiple manifestations — physical, verbal, psychological, social, sexual, material and virtual — and its consequences for the academic, social and emotional development of the victims. The study indicates that bullying negatively impacts the mental health of students, and can lead to the development of disorders such as anxiety, depression, and suicidal ideation, in addition to compromising school performance and encouraging dropout. The advent of new technologies has increased the complexity of this problem, requiring approaches that contemplate both the physical and virtual environments.

In this context, educational management assumes a central role in the formulation and execution of institutional policies aimed at preventing and confronting bullying. The



continuous training of educators, the implementation of standardized protocols to identify cases of violence, the adoption of methodologies that encourage empathy and respect, in addition to articulation with the school community, are fundamental actions to mitigate the problem. In addition, strategies such as the creation of "help teams", which encourage the active participation of students in promoting a healthy coexistence, and the strengthening of the relationship between school and family are essential elements for the success of the interventions.

Thus, the construction of a safe and welcoming school environment depends on an integrated approach, which involves the entire school community in the creation of a learning space free of violence. For the fight against bullying to be effective, it is necessary that educational policies be accompanied by concrete pedagogical practices and a collective commitment to the formation of more aware and respectful citizens. Based on the analysis carried out, this study recommends that school managers adopt clear and coherent institutional policies in the fight against bullying, integrating them into the Pedagogical Political Project (PPP) and the school's internal regulations.

In the academic sphere, it is suggested that future research deepen the relationship between bullying and academic performance, investigating the long-term impacts on the social and emotional development of students. Additionally, these surveys can explore innovative prevention and intervention strategies, such as the use of educational technologies and socio-emotional skills. Based on the results presented, future actions should prioritize the creation of inter-institutional support networks, promoting partnerships between schools, universities, social organizations and government agencies, ensuring that confronting bullying is part of a collective and continuous commitment to promoting a more inclusive and equitable education.

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