

## THE ROLE OF THE TEACHER IN SCHOOL RECEPTION IN CASES OF DOMESTIC VIOLENCE WITH THE STUDENTS

### *O PAPEL DO PROFESSOR NO ACOLHIMENTO ESCOLAR EM CASOS DE VIOLÊNCIA DOMÉSTICA COM OS ALUNOS*

### *EL PAPEL DEL PROFESOR EN LA RECEPCIÓN ESCOLAR EN CASOS DE VIOLENCIA DOMÉSTICA CON ESTUDIANTES*

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**ABSTRACT:** The school and the teacher play a fundamental role in welcoming students who experience situations of violation of the integrity of their lives, in cases of aggression and abuse that may occur. Research shows that the highest incidence of violence against children and adolescents often occurs in the family environment, believing it to be a way of educating or often reproducing what they also suffered. Therefore, the objectives of this article are to understand the role of the school and the teacher in caring for the child who suffers violation; raise the rates of violence in the city of Bertioga-SP; and, to verify if the teachers perceive alteration in the learning process of this child. The article was conducted with bibliographic and documentary survey, and field research with teachers in elementary schools 1 of the peripheral and central region, with CREAS, and with the Tutelary Council<sup>4</sup> of Bertioga - SP. The data collected provided evidence that teachers understand this domestic violence and that school is one of the key places to receive the victim, but not all have the mastery of legal procedures that support children who suffer violence, but most admits that this situation interferes with school performance.

**KEYWORDS:** Domestic violence. Role of the teacher. School welcome.

**RESUMO:** *A escola e o professor têm papel fundamental no acolhimento de alunos que passam por situações de violação a integridade de sua vida, em casos de agressões e abusos que possam ocorrer. Pesquisas revelam que a maior incidência de violência contra crianças e adolescentes geralmente acontece no ambiente familiar, acreditando ser uma forma de educar ou reproduzindo práticas sociais distorcidas. Por isso, os objetivos deste artigo são compreender o papel da escola e do professor no acolhimento da criança que sofre violação; levantar os índices de violência no município de Bertioga-SP; e, verificar se os professores percebem alteração no processo de ensino e aprendizagem dessa criança. O artigo foi*

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<sup>4</sup> The Tutelary Council (Conselho Tutelar) is, somehow, the equivalent to the USA Child Protective Services.

*realizado com levantamento bibliográfico e documental, e pesquisa de campo com professores de escolas de ensino fundamental I da região periférica e central da cidade, com o CREAS, e com o Conselho Tutelar de Bertioga – SP. Os dados coletados trouxeram elementos demonstrando que os professores entendem essa violência doméstica, constatando que essa situação interfere no desempenho escolar e, por isso, veem a escola como um dos locais fundamentais para o acolhimento da vítima, porém, nem todos têm o domínio dos procedimentos legais que amparam as crianças que sofrem violência.*

**PALAVRAS-CHAVE:** *Acolhimento escolar. Papel do professor. Violência doméstica.*

**RESUMEN:** *La escuela y el maestro desempeñan un papel fundamental en la acogida de los estudiantes que experimentan situaciones de violación de la integridad de sus vidas, en los casos de agresión y abuso que puedan ocurrir. Las investigaciones muestran que la mayor incidencia de violencia contra niños y adolescentes suele ocurrir en el entorno familiar, creyendo que es una forma de educar o reproducir prácticas sociales distorsionadas. Por lo tanto, los objetivos de este artículo son entender el papel de la escuela y el maestro en la recepción del niño que sufre violación; aumentar las tasas de violencia en el municipio de Bertioga-SP; y verificar si los maestros perciben cambios en el proceso de enseñanza y aprendizaje de este niño. El artículo se llevó a cabo con encuesta bibliográfica y documental, e investigación de campo con profesores de escuelas primarias I en la región periférica y central de la ciudad, con CREAS, y con el Consejo Tutelar de Bertioga - SP. por lo tanto, ven la escuela como uno de los lugares fundamentales para la recepción de la víctima, sin embargo, no todo el mundo tiene el dominio de los procedimientos legales que apoyan a los niños que sufren violencia.*

**PALABRAS CLAVE:** *Recepción escolar. Papel del maestro. Violencia doméstica.*

## **Introduction**

The rate of domestic violence against children and adolescents has increased, according to research by IPSOS Violences Against Children and Adolescents - Public Perceptions in Brazil (2017, p. 8), Brazil is in second place in Latin America in the Risk Index of Violence Against Children; considered a country at high risk of violence against children.

**Figure 1** - Indices of violence against children and adolescents in South America<sup>5</sup>



Source: IPSOS Violence Against Children and Adolescents - Public Perceptions in Brazil (2017).

In the municipality of Bertioga - SP, in 2018, according to data from the Tutelary Council, according to the Statistical Map of Attended Occurrences, there were 5,926 reports of violence against children and adolescents attended by the five Tutelary Counselors of the municipality, who attended an average of 100 cases per month. In 2019, in the period from 01/04/2019 to 06/31/2019, there were 1,438 reports of violations of rights against children and adolescents, however, in the year 2018, in the period from January to March, there were 867 types of occurrences attended, of violence against children and adolescents.

The domestic violence that children suffer can be: physical, psychological, verbal, abandonment or sexual, among others that the media publishes, makes us think of how can we

<sup>5</sup> We read on the image from top to bottom: Violence against children and adolescents / Public perception in Brazil / Title: Indices of violence against children and adolescents / % of the population of each country classified as with high or medium risk / Subtitle: High risk; Low risk.

perceive in the school environment how these victims internalize, how are interpersonal and intrapersonal relationships at school, how it reflects in learning.

According to Azevedo, domestic violence against children and adolescents:

[...] it is an interpersonal and intersubjective violence; - it is an abuse of the disciplinary and coercive power of parents or guardians; - it is a process that can go on for months and even years; - it is a process of complete objectification of the victim, reducing it to the condition of object of mistreatment; - it is a form of violation of the essential rights of children and adolescents as persons and, therefore, a denial of fundamental human values such as life, freedom, security; - has its privileged ecology in the family. As this belongs to the private sphere, domestic violence ends up taking on the traditional characteristic of secrecy (*apud* MINISTÉRIO DA SAÚDE, 1997, p. 83).<sup>6</sup>

According to the Child and Adolescent Statute (ECA, Portuguese initials), it is the teacher's responsibility, if there is evidence, to report cases of violence and mistreatment against children and adolescents to the competent bodies, in case of omission, the latter may suffer sanctions according to the legislation below:

**Art. 55.** Parents or guardians have an obligation to enroll their children or pupils in the regular school system.

**Art. 56.** The heads of elementary education establishments shall communicate to the Guardian Council the cases of:

**I** - Mistreatment involving their students;

**II** - Repeated unjustified absences and dropping out of school, exhausting of school resources;

**III** - High levels of repetition (BRASIL, 1991)<sup>7</sup>

The family configurations of the current times have been modified, undergoing changes due to the evolution of society, and are no longer formed by: father, mother and biological children. In some cases they have been composed by homosexual couples; as well as it has been formed by grandparents or closest relatives, who assume the responsibilities, among other definitions.

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<sup>6</sup> [...] é uma violência interpessoal e intersubjetiva; - é um abuso do poder disciplinar e coercitivo dos pais ou responsáveis; - é um processo que pode se prolongar por meses e até anos; - é um processo de completa objetualização da vítima, reduzindo-a à condição de objeto de maus-tratos; - é uma forma de violação dos direitos essenciais da criança e do adolescente enquanto pessoas e, portanto, uma negação de valores humanos fundamentais como a vida, a liberdade, a segurança; - tem na família sua ecologia privilegiada. Como esta pertence à esfera do privado, a violência doméstica acaba se revestindo da tradicional característica de sigilo (*apud* MINISTÉRIO DA SAÚDE, 1997, p. 83).

<sup>7</sup> **Art. 55.** Os pais ou responsáveis têm a obrigação de matricular seus filhos ou pupilos na rede regular de ensino.

**Art. 56.** Os dirigentes de estabelecimentos de ensino fundamental comunicarão ao Conselho Tutelar os casos de:

**I** - Maus-tratos envolvendo seus alunos;

**II** - Reiteração de faltas injustificadas e de evasão escolar, esgotados os recursos escolares;

**III** - Elevados níveis de repetência (BRASIL, 1991)

The family should be a cradle of protection for children and adolescents, which is often not the case; they suffer from domestic violence. According to a survey by IPSOS Violences Against Children and Adolescents - Public Perceptions in Brazil (2017, p. 11), in 2015 there were 42,085 domestic violence against children and adolescents in Brazil.

Figure 2 - Myth vs. Reality # 1<sup>8</sup>



Source: IPSOS Violências Contra Crianças e Adolescentes - Percepções Públicas no Brasil (2017)

According to ECA - Law no. 8,069 of July 13, 1990, in its Art. 4, it is the duty of the family, the community, society in general and the government to ensure, with absolute priority, the realization of the rights related to life, health, food, education, sport, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence.

<sup>8</sup> We read on the image, from top to bottom: Title – Myth vs. Reality #1/ Where the children are most prone to risk/ The belief is that children are more prone to risk when they are away from home. Few believe that children are more at risk in schools, religious spaces, public transport or at home/ Places where children and adolescents are most at risk (%) / Subtitles – Do not know; Religious spaces; Public transport; School; Home; Other public spaces/ Small bottom frames: Myth - Brazilians believe that one of the safest places for children and adolescents is their home; Reality - In Brazil, in 2015, 42,085 complaints of violence against children and adolescents in the domestic space were registered.

In this context, the family contradicts its role of protection and security, emphasizing the feeling of power in the practice of domestic violence, becoming a public problem that involves different social levels and government institutions: public health, public security and violation of human rights, social assistance, education. In this line, taking the educational aspect as one of the most important segments to face this issue, the objective of this article is to discuss the school reception of the child who goes through domestic violence. And, for that, to understand the types of domestic violence; to raise the violence rates at CREAS and the Tutelary Council in Bertioga - SP; to present the legal procedures of the child who suffers domestic violence; to raise the legal recommendations and pedagogical methods for the school to adopt in case of violation of the rights of children and adolescents; to verify how the teachers understand the reception of the student who suffers domestic violence; to verify if the teachers perceive changes in the child's teaching and learning process.

To carry out this reflection, we adopted the qualitative approach with an exploratory method as the guiding line of the research, fundamentally considering the subjective aspects of the theme. Data collection was carried out through a bibliographic survey, for theoretical and documentary reasons, to obtain information from CREAS and the Tutelary Council. And, to complement the local reality data collected in documents, field research was carried out in public schools, located in different neighborhoods in the city of Bertioga-SP, using the structured interview technique with teachers. For data analysis, the use of the descriptive method guided the characterization of the object for the reflections that were aimed at.

### **Characteristics of domestic violence**

Any and all violence practiced against children and adolescents in the family environment, whose aggressors may or may not have blood ties to the victim, cause great physical and psychological disorders, since these are the biggest victims of these violence, as they are the most vulnerable and they cannot defend themselves.

According to Azevedo and Guerra (1995) the definition of domestic violence:

Domestic violence against children and adolescents is any act and/or omission practiced by parents, relatives or guardians in relation to the child and/or adolescent which - being able to cause pain or physical, sexual and/or psychological damage to the victim - implies, on the one hand, a transgression of the adult's power/duty of protection and, on the other, a "thingification" of childhood, that is, a denial of the right that children and adolescents have to

be treated as subjects and persons in peculiar condition of development (AZEVEDO; GUERRA, 1995, p. 36).<sup>9</sup>

According to the Preliminary Proposal for Prevention and Assistance to Domestic Violence (1997, p. 11-14) domestic violence is characterized as:

**Physical violence:** any and all violence that physically attacks the child or adolescent, leaving marks on the body such as: burns, punches, kicks, flip-flops hits, fractures and others that are often not just physical, injuries that can even lead the victim to death.

**Sexual violence:** For Azevedo and Guerra (1988, p. 05), this violence is configured as: “any sexual act or game, heterosexual or homosexual relationship, between one or more adults and a child or adolescent, with the purpose of sexually stimulating this child or teenager or use them to get sexual stimulation on you or someone else”<sup>10</sup>.

**Psychological violence:** It occurs in different ways. When the adult interferes by censoring the child or adolescent, defiling the child posture, skills, demanding beyond expectations, disparaging any and all results obtained by the victim.

**Negligence:** It occurs when the responsible adult omits any and all needs: food, health, clothing, education, protection against accidents, abandonment of the incapacitated.

According to Cardia (*apud* RISTUM, 1997, p. 32), a survey conducted with students from three public schools showed that “children who witness violence at home, and who are assaulted by their parents, tend to be aggressive and to have anti-social behaviors away from home, especially at school”<sup>11</sup>.

According to Miller (*apud* LIMA; J. R., 2011), the aggressive behavior of these children is notorious because they live in situations of vulnerability, they reproduce the aggressive behavior they experience in the family environment.

Domestic violence has always existed, and for a long time it was not seen as an evil for the child's school learning. However, with the consolidation of democratic governments and the increasing recognition of human rights, most western countries began to formalize public

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<sup>9</sup> Violência doméstica contra crianças e adolescentes é todo ato e/ou omissão praticado(s) por pais, parentes ou responsável em relação à criança e/ou adolescente que – sendo capaz de causar dor ou dano de natureza física, sexual e/ou psicológica à vítima – implica, de um lado, uma transgressão do poder/dever de proteção do adulto e, de outro, uma “coisificação” da infância, isto é, uma negação do direito que crianças e adolescentes têm de ser tratados como sujeitos e pessoas em condição peculiar de desenvolvimento (AZEVEDO; GUERRA, 1995, p. 36).

<sup>10</sup> “todo ato ou jogo sexual, relação heterossexual ou homossexual, entre um ou mais adultos e uma criança ou adolescente, tendo por finalidade estimular sexualmente esta criança ou adolescente ou utilizá-los para obter uma estimulação sexual sobre sua pessoa ou de outra pessoa”

<sup>11</sup> “crianças que testemunham a violência dentro de casa, e que são agredidas pelos pais, tendem a ser agressivas e a ter comportamentos antissociais fora de casa, principalmente na escola”

policies that value children, the rights of children and adolescents, violence was framed as a crime and considered a risk factor for learning.

The different types of violence can cause serious consequences, with several psychological and physical traumas, which are the ones that are most observed after the violence, and can cause serious psychic traumas, often irreversible, with the possibility of breaking out on the way to delinquency.

[...] a conflictive family relationship can facilitate the adolescent's involvement with the use of drugs, which, in turn, encourages entry into the infraction world and also the association between violence in the community, the family's economic conditions, having relatives arrested for involvement in crime and drug use (ASSIS; SOUZA, 1999, p. 142).<sup>12</sup>

We observed in some schools where we work with school reinforcement in the Novo Mais Educação program, that we help students spend more time at school, taking them away from the streets, improving school performance. Still, as a School Support Agent, assisting in pedagogical activities in the classroom in inclusive education of elementary school I, we could see that children trust the teacher, the inspector and all the employees who work in the school environment. This confidence is even verified because when they are suffering some type of violence, they vent to the school professionals, hoping to be welcomed, in search of affection and solutions to their afflictions.

According to the article “Institutional Reception as Protection to Adolescent Victims of Violence: theory or practice?”, Families act as if the only solution to face problems were aggressions, as a way to silence, stop what they do not know how to solve instead of solving in a more civilized and coherent way, in the face of what appears to them as a problem to be solved in an archaic patriarchal way.

According to Cardia (1997, p. 51), domestic violence increases the possibility of school failure and delinquency, and young people lose interest in attending school.

### **The school that protects and the reception**

According to the Preliminary Proposal for Prevention and Assistance to Domestic Violence (1997 p. 19), it is necessary to include in the formation courses for educators this

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<sup>12</sup> [...] uma relação familiar conflituosa pode facilitar o envolvimento do adolescente com o uso de drogas que, por sua vez, estimula a entrada para o mundo infracional e também a associação entre a violência na comunidade, às condições econômicas da família, o possuir parentes presos por envolvimento na criminalidade e a utilização de drogas (ASSIS; SOUZA, 1999, p. 142).

theme of violence against children and adolescents, and that it be included in the school curricula so that they can dialogue with the students, and they are aware of their rights, for precaution and identification, in the search to combat this adversity.

According to the newspaper A Gazeta, in Vitória - ES (05/1973), on May 18, 1973, in the city of Vitória, a crime happened that became known as “Araceli case”. It was a barbaric crime with a girl just 8 years old who, after being abducted, was drugged, raped, killed and charred. This brutal violence unfolded in a series of debates, and public acts. In 2000, motivated by this case and many others, the National Day to Combat Abuse and Sexual Exploitation of Children and Adolescents was created.

The recommendation of the Ministry of Education, from that date, was for schools to base their activities on the theme of violence against children and adolescents, which has been increasing the rates every year, in order to prevent and raise awareness of this problem. In addition, in the Statute of the child and adolescent, ECA, in its Art. 245, makes explicit the civil liability of education and health professionals to report cases of rights violations.

**Art. 245.** Let the doctor, teacher or person responsible for health care and elementary education, pre-school or daycare center, to communicate to the competent authority the cases of which he is aware, involving suspicion or confirmation of mistreatment against children or adolescent: Article 245 of Law no. 8,069 of July 13, 1990. Penalty - fine of three to twenty reference wages, twice as much in case of recurrence (BRASIL, 1991).<sup>13</sup>

According to the Statute of the Child and Adolescent, it is the teacher's responsibility to make the complaint to the Tutelary Council, and to welcome the victim in the mainly pedagogical content, understanding his difficulties in relation to learning, socializing and mediating so that he can feel safe.

## **Fiel research**

First, a documentary survey was carried out in entities that systematize data related to violence in general and, specifically, to domestic violence in the municipality of Bertioga-SP. Then, we proceeded with the research in 03 schools in the peripheral and central region, covering a total of 37 teachers of elementary school I. These teachers were interviewed through

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<sup>13</sup> **Art. 245.** Deixar o médico, professor ou responsável por estabelecimento de atenção à saúde e de ensino fundamental, pré-escola ou creche, de comunicar à autoridade competente os casos de que tenha conhecimento, envolvendo suspeita ou confirmação de maus-tratos contra criança ou adolescente: Artigo 245 da Lei nº 8.069 de 13 de julho de 1990. Pena - multa de três a vinte salários de referência, aplicando-se o dobro em caso de reincidência (BRASIL, 1991).

the application of a questionnaire with 7 questions, 4 of which were essay and 3 were multiple choice. The choice of schools was made based on different socio-cultural profiles, therefore, selected in different neighborhoods in the city of Bertioga: 13 are from central neighborhoods, and 24 from peripheral neighborhoods.

### Domestic Violence in Bertioga

According to information from the Tutelary Council of the Municipality of Bertioga, the Communications of Rights Violations by corresponding neighborhood between 01 April 2019 to 31 June 2019, refer to the neighborhoods with the highest rates of violations.

The remaining neighborhoods present between zero and twenty-three cases, which add up to a total of one hundred and eighty-nine violations of rights in the neighborhoods not mentioned in the table below, making a total of one thousand and fifty communications of violations of rights in Bertioga.

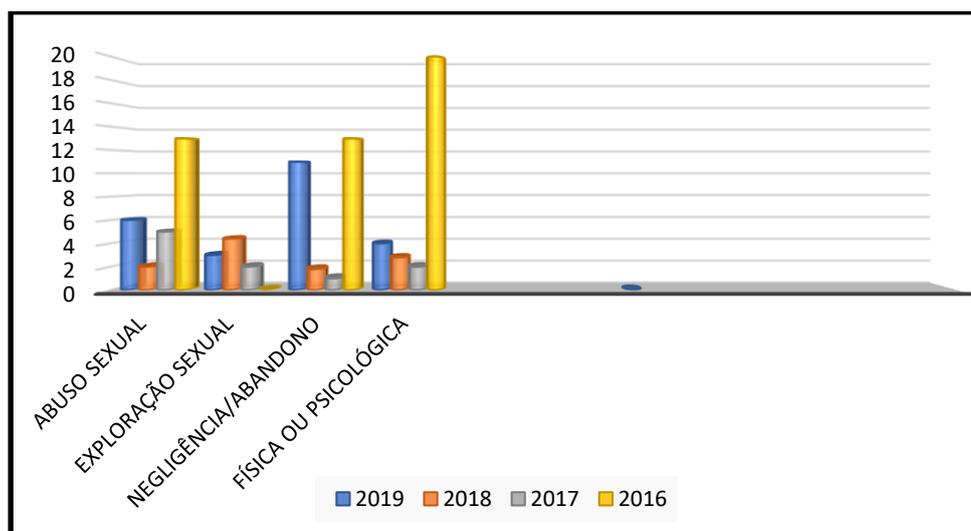
**Table 1** – Violation of rights in Bertioga

| DESCRIPTION            | QUANTITY   |
|------------------------|------------|
| Chácara Vista Linda    | 195        |
| Jardim Rio da Praia    | 164        |
| Vicente de Carvalho II | 147        |
| Centro                 | 121        |
| Jardim Vista Linda     | 102        |
| Boracéia               | 69         |
| Jardim Indaiá          | 67         |
| Guaratuba              | 54         |
| Jardim Paulista        | 42         |
| <b>Total</b>           | <b>961</b> |

Source: Tutelary Council - Bertioga-SP

According to information from CREAS in the municipality of Bertioga-SP, these violence against children and adolescents are only referred to this agency when the victim's rights have been violated, and they provide assistance to various types of violence against citizens of all ages, now the Tutelary Council is specific for attending children and adolescents, for this reason the tutelary council indexes are more accurate.

**Graph 1 - CREAS attendance record of the last years<sup>14</sup>**



Fonte: elaborado pelos autores

### Field research with Elementary School teachers I

According to Ipsos Reid - Violence Against Children and Adolescents-Public Perceptions in Brazil, violence against children and adolescents has increased in recent years, which negatively interferes in health, in childhood education, in interpersonal relationships, in adult life. According to this institute, the psychological aspects of children and adolescents who suffer a violation of rights are shaken in the school environment, performance drops and indiscipline increases, and, without motivation and school monitoring by parents, accentuates poor school performance.

**Figure 3 - Impact of Violence Against Children and Adolescents<sup>15</sup>**

<sup>14</sup> We read on the graph, from left to right: Sexual abuse; Sexual exploitation; Negligence/Abandonment; Physical or Psychological.

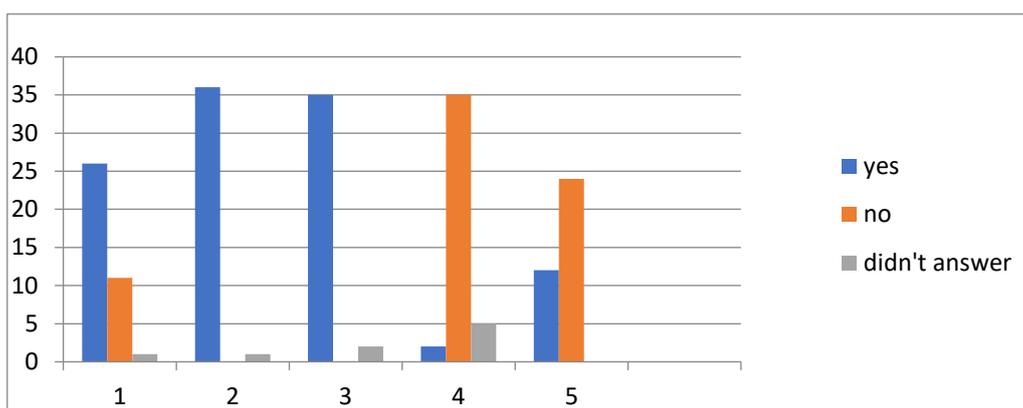
<sup>15</sup> We read on the image, from top to bottom: Title - Impact of Violence Against Children and Adolescents/ Brazilians believe that violence against children is increasing and that it has a significant impact on social relationships, health and education/ First chart – They personally know a victim of child violence; 70% feel that in the last five years violence against children and adolescents has INCREASED/ Second chart – 83% agree that the impact of violence on children and adolescents can appear in adulthood in social relationships/ Third chart – 83% agree that violence against children and adolescents has a negative effect on children's health/ Fourth chart – 81% agree that violence against children and adolescents has a negative effect on childhood education.



Source: IPSOS Violence Against Children and Adolescents - Public Perceptions in Brazil (2017)

The graphs below show the school context in dealing with the violation of the rights of children and adolescents in Bertioga. In the first, the aspects related to the questions are measured: In item 1. It is sought to know if the teacher comes to know cases of domestic violence involving students at his school. In item 2. The question seeks the educator's perception of domestic violence with his students. As for item 3. It is sought to verify whether the teacher relates the domestic violence suffered to the student's academic performance. And, in item 4, The question seeks to ascertain whether a teacher receives any courses or training to welcome children who suffer domestic violence. Finally, in item 5, an attempt is made to raise the level of preparation that the teacher considers to have to welcome children who are victims of domestic violence in the classroom.

**Graph 2 - Teacher and domestic violence**



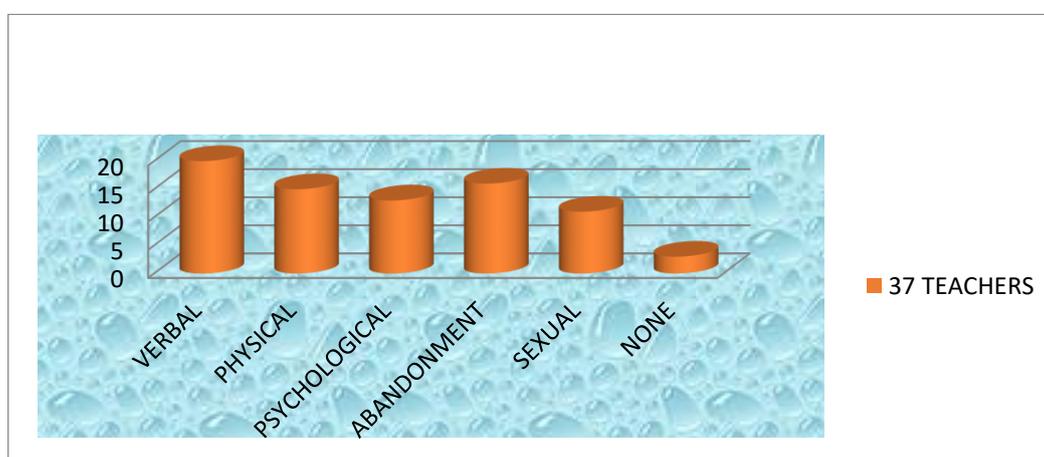
- 1 - Do you know of any cases of domestic violence involving students at your school?  
 2 - In your opinion, can the educator perceive cases of domestic violence?  
 3 - Is there a relation between domestic violence and school performance?  
 4 - Does the teacher receive any courses or training to welcome children who suffer domestic violence?  
 5 - Do you feel prepared to welcome children who are victims of domestic violence into the classroom?

Source: Devised by the authors.

According to Graph 02, the teacher is able to perceive and distinguish the types of violence that occur with his students. It is also evident, for them, that these situations affect the teaching and learning process.

According to the field research, teachers do not receive training to welcome students who are victims of violence, and omission should not be an option under any circumstances, they must have empathy, understanding and affection. For reception, there are no guidelines regarding possible behaviors with the student, they emphasize that they are educators who must be prepared for any situation in the classroom. Educators have no guidance on how to deal with cases of domestic violence, it is necessary to give attention and love so that the child can evolve, and promote a more welcoming environment as possible.

**Graph 3 - Types of recurrent domestic violence among your students**



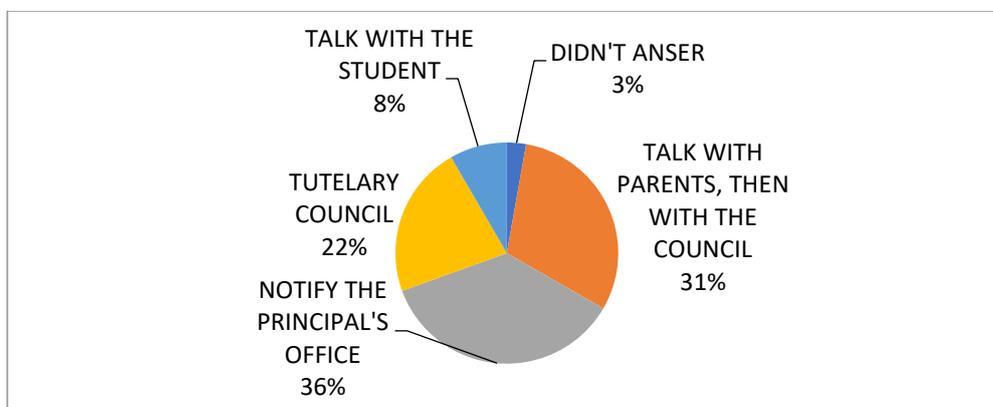
Source: Devised by the authors.

According to the interviewed teachers, from elementary school I in the city of Bertioga-SP, when their rights are violated, the student ends up changing his behavior or already has an aggressive behavior. Through coexistence, the educator knows the conduct of the student and the transformations that occur, as seen in the list presented below, as well as through the article - Line of Care for Comprehensive Health Care for Children, Adolescents and their Families in Situations of Violence (BRASIL, 2010, p. 37), published by the Ministry of Health: Physical appearance; Very quiet or isolated; Do not look in the eyes; Drawings; Conversations and attitudes; Reading about emotional, cognitive and physical aspects; Shyness, shame; Demotivation for studies and apathy; Marks on the body; Way of communication.

About school performance, the student: refuses to participate in activities; have poor performance and school development; does not advance and, in some cases, regresses; shows aloof or violent behavior to pedagogical stimuli; loses the desire to learn and to relate to colleagues.

Concentration and socialization are inadequate, there is an emotional imbalance, lack of interest in studies, difficulties in learning that affect school performance, and the feeling of helplessness impairs their performance.

**Graph 04** - Procedure adopted by the educator



Source: Devised by the authors.

Most teachers report that they report cases of domestic violence to the management, and subsequently report to the Tutelary Council.

A sensitive issue that requires seriousness and sensitivity from educators and school staff in general, as teachers become ill due to lack of psychological support and preparation, so that they can awaken the student's confidence and affection and ease their suffering. This theme goes beyond the competence of the teacher, and it is necessary the reception of the family by professionals, such as: psychologists, social workers and conflict mediators.

## **Final considerations**

This research found that the child suffers from various types of domestic violence, and the educator and the school have a fundamental role in welcoming students who experience situations of violation of the integrity of their lives, as educators perceive when the child is in trouble, and they must report the mistreatment directly to the competent bodies, but the vast majority of teachers prefer to communicate the direction and, afterwards, talk to the parents to later make the denunciation in the Tutelary Council.

In the schools where the research took place, many educators revealed that they are not prepared to welcome students because they have no training, but they try to give affection and empathy, as it is a delicate subject that must be accompanied by psychologists and social workers.

A field survey was carried out in the municipality of Bertioga-SP with teachers from elementary school I, in the peripheral and central region, and it was found that violence has increased in recent years, interfering in the process of teaching and learning, socialization and concentration.

Childhood and adolescence are periods that need to be valued with prevention and care actions against all types of violence, be it of any kind, since this is a phase that is decisive for the construction of values.

It turns out that domestic violence is a violation of rights that has been going on for decades, requiring prevention campaigns against this theme.

Violence, especially domestic violence, according to statistical data, has been growing abruptly, which makes it necessary to raise awareness to prevent these children and adolescents from reproducing such suffered violence, with the inclusion in teacher formation methods of welcoming victims, and all school environment employees can have welcoming guidelines, as the school is a place where these violence are usually observed and detected, in addition to the student feeling safe to report the abuse that occurred inside and outside the family environment, being, of course, the educator who needs to be prepared to make this reception and complaints to the competent bodies, of suspected domestic violence.

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