Violence In Educational School

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Abstract

School violence is the violent activity in the schools. It includes teasing, physical abuses, verbal abuses, threating, shooting etc. There are many reasons for school violence which make school atmostphere disturbed. It is mainly because of oppressor inside the school premises. These oppressor try to dominate and tame other students which could end up in a fight that could go overboard. violence in schools does not consist of just school shootings, but involves bullying, gangs, students carrying guns to school, and anything that makes other students feel threatened. Most of the time students feel threatened in silence, while others are not aware that such danger exists around them.

Keyword: Violence, bullying gangs, threating

I.   INTRODUCTION

Schools teachers and parents should take proper precautions to reduce such kind of violence in the schools and colleges. This kind of violent behavior is hinder child's future. Children will concentrate on such violent activities rather than concentrating on studies. But if parents and schools teachers are taking proper steps and measures then such kind of violent behavior can be reduced easily. Reasons for the child having such kind of violent behavior are generally anxiety, stress, tension and depression. If parents, teachers and other school staff members are providing proper love, affection, care and compassion to the children then it becomes easy to reduce the violent behavior of the children. Proper counseling of the children can also help in reducing this abnormal behavior. Psychiatrists and counselors are having specialization in this kind of field. So parents and teachers schools can seek their help as well. It is still easy to reduce the violent behavior of a childrens rather than an adult. So take proper steps in the school going age.

II   SCHOOL VIOLENCE STATISTICS IN SMALL SCHOOLS

The list not only end-up here. One of the strangest things is that around 18% of 15 to 17 year old boys had conceded a handgun at school. The work profile of these school going boys is not confined to fighting, bullying and harassment only. Within the period of last 12 months a large number of small school boys have been involved in serious crimes like robbery, assault, rape, etc. Statistics clearly reveal that in the past 1 year around 16% of the school going students had been robbed and more than 37% has been threatened to kill. While being at school, more than 15% of these students had been voraciously attacked and assaulted, often repeatedly.   Teenage rape cases are also figured to be on a hike in these schools.[1]

III   WEAPONS DETERRENCE DOES NOT ADDRESS THE REASONS WHY STUDENTS CARRY GUNS TO SCHOOL.

Recent reports from administrators suggest that some schools are decreasing their use of metal detectors and searches because they appear to increase students' fears and anxieties. Thus, weapons deterrence may increase physical safety but compromise the psychological safety of students. And it does not address the underlying reasons why students carry weapons to school.

Campus officers. The presence of security guards and officers employed by the school, district, or local law enforcement on school grounds is gaining popular support. This is especially true since the shooting incident at Granite Hills High School near San Diego, California, where a campus police officer was able to intervene quickly and prevent further violence. The duties of campus officers vary from patrolling the school and grounds to assisting school personnel with discipline issues. In the spring of 2000, President Clinton bolstered the use of campus officers by providing more than $60 million to support 452 officers nationwide as part of the Justice Department's COPS in Schools program. Media reports[2] indicate that President Bush might triple the amount of federal support for this program. However, little is known about the long-term or concurrent effects that the presence of uniformed officers might have on students' feelings of safety. For example, although the presence of an officer may provide peace of mind for administrators and parents, we cannot presume that students view officers as their allies or defenders. The presence of uniformed officers can, in fact, breed a sense of mistrust among students and hence adversely affect school climate. Indeed, some preliminary evidence suggests that physical surveillance methods (metal detectors, searches, and security guards) can predict increased disorder.[3]

IV INSTRUCTIONAL PROGRAMS FOCUS ON THE PRECURSORS OF VIOLENT BEHAVIOR WITH THE PRESUMPTION THAT SERIOUS MANIFESTATIONS OF AGGRESSION WILL BE PREVENTED

Numerous instructional violence prevention programs are available for elementary schools, but only a handful are designed for secondary school students. The most promising at the secondary school level are targeted for at-risk youth, typically aggressive students. Most of these programs (e.g., Positive Adolescent Choices Training, PACT; Responding in Peaceful and Positive Ways, RIPP; and Adolescent Transitions Program, ATP) involve adult-led small group sessions on anger management, conflict resolution, etc. Role-playing and other interactive teaching methods are used. Although these programs are all curriculum-based, they are often implemented much like group counseling sessions and only sometimes are they embedded within the larger context of a school-wide prevention approach. Short-term outcomes for such programs are promising[4][5][6];however, there are limited data on their long-term effects. A recent long-term followup[7] show s that repeated interventions that include only problem youth can be counter-effective. Grouping high-risk youth together appears to reinforce negative behavioral patterns in a form of "deviance training," increasing rather than decreasing the risk that they will engage in anti-social behavior subsequently

V SCHOOL VIOLENCE PREVENTION

All schools work to prevent school violence and schools are very safe places. Children, staff, and parents all have an important role in promoting school safety by following procedures and reporting concerns. It is also important to balance sufficient building security with a healthy, nurturing, school environment. The goal is to reassure students that although there is a possibility of violence occurring in a school, the probability of a school experiencing a high-profile violent act is extremely low.

What to Say to Children

Talk with children and validate their feelings. Let their questions guide what and how much information to provide and emphasize the positive things that children/families/schools can do to stay safe. It is important to be patient as children do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work or visiting your classroom during passing periods or after school. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings

Following are some suggested general key points when talking to children:

- Schools are safe places. Our school staff works with local police and fire departments, emergency responders, and hospitals to keep you safe.
- Our school is safe because….

- We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous, or frightened.
- There is a difference between reporting and tattling, or gossiping. You can provide important information, either directly or anonymously, that may prevent harm by telling a trusted adult what you know or hear.
- Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the *possibility* of something happening and *probability* that it will affect you or our school.
- Senseless violence is hard for everyone to understand. Providing children with opportunities to do things they enjoy, sticking to a normal routine, and being with friends and family can help students feel better and keep them from worrying about the event.
- Access to guns is one of the leading risk factors for deadly violence. Thus, it is important that children be kept away from guns and other weapons. It is equally important that children be encouraged to tell an adult if they know someone has a gun.
- Students can be part of a positive solution to school violence by participating in antiviolence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.[8][9][10]

Vl A FRAMEWORK FOR SAFE AND SUCCESSFUL SCHOOLS

A Framework for Safe and Successful Schools represent the educators and community partners who work day in and day out to keep our children safe, ensure their well-being, and promote learning. The partnership between our organizations seeks to reinforce the interdisciplinary, collaborative, and cohesive approach that is required to create and sustain genuinely safe, supportive schools that meet the needs of the whole child.

Our joint statement outlines evidence-based policies and practices for improving school safety and increasing access to mental health supports for children and youth. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed, funded, and implemented as a comprehensive school-wide approach. We urge policy leaders to support this guidance to shape meaningful policies that will genuinely equip America's schools to educate and safeguard our children over the long term.

The Framework emphasizes the importance of establishing policies and practices:

- That are comprehensive, integrated, and multitiered
- Facilitate interdisciplinary collaboration across school teams and among school and community providers
- Make the most effective use of school personnel
- Are sustainable

More than 100 education and children's mental health groups and experts have endorsed the recommendations. Other recommendations include:

- Allowing for blended, flexible use of funding streams to address school climate, safety, crisis response, and mental health needs more cohesively and effectively
- Improving staffing ratios of school-employed mental health professionals to allow for the delivery of a full range of services and the support of effective school–community partnerships
- Employing effective school discipline that promotes positive behavior
- Integrating ongoing school safety and crisis and emergency preparedness and response teams, training, and planning

Vll COUNSELING AND MEDIATION

Other violence prevention efforts rely on counseling students with disciplinary problems and mediating in specific incidents of conflict as needed. These are reactive rather than proactive approaches.

The assumption underlying the counseling approach is that students who repeatedly get into trouble need specific attention and services. Counseling often involves parents and teachers. Mediation of conflicts, on the other hand, is incident- rather than person-based: the goal is to negotiate and resolve conflicts in a constructive manner as soon as they happen. Mediation and conflict resolution programs provide opportunities for modeling and rehearsing critical negotiation and resolution tactics.

Various school personnel can be in charge of the counseling and mediation. In some schools, the administrators (e.g., assistant principals) who are in charge of discipline problems handle counseling and mediation too. Some schools have trained school psychologists/counselors or "violence prevention coordinators." The professional qualifications of these personnel vary; there are no uniform educational requirements for school violence prevention coordinators. Yet the qualifications and training of personnel might be critical factors, determining the success or failure of these approaches. [11][12][13]

Vlll CONCLUSION

While we are waiting for evaluations to be conducted, decision makers can make meaningful choices by matching their goals with the primary goals of the various approaches. School-based violence prevention approaches can address out bursts of violent behavior (e.g., shootings), the precursors of violence (e.g., hostile school climate, bullying), and the fears and anxieties associated with each. However, the methods that address these primary goals can conflict with one another and have unintended effects. For example, the fears and anxieties of students cannot necessarily be reduced if the primary goal is to increase physical safety by means of increased surveillance. Hence, choices need to be made between psychological safety and physical safety; proactive strategies and reactive strategies; targeted and whole school approaches; punitive and instructional methods; and, finally, between incident-based and person-based interventions.

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