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RESEARCH ARTICLE

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THE ROLE OF SOCIAL ASSISTANT IN FRONT OF MORAL HARASSMENT IN SCHOOL

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ABSTRACT

Moral harassment, illicit for many times silent, with disastrous consequences for the victim and for society, is as old as Man himself, it stands out in this way, that moral harassment is present in all social groups. Based on this analysis, it is valid to add that the present study is the result of a bibliographic research that presents and discusses Moral Harassment in school institutions, as well as observations in a teaching institution of the municipal public network of Augustinópolis, Tocantins, highlighting clearly and aims at the relevant points on the topic, thus aiming to address the role of the social worker in situations of moral harassment in educational institutions, it is also proposed with the study to propose a reflection on the damage caused by moral harassment and the importance of fighting it in order to ensure a good environment for the school-age individual. Finally, it is noteworthy that this study brings important considerations on the prevention and coping of moral harassment, therefore, it presents and discusses the role and importance of Social Work in preventing and combating the problem, as an instance, above all, of guarantee adolescent rights.

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INTRODUCTION

The present study starts from the need to go deeper into the theme "bullying at school", thus seeking a better clarification on the theme and, possibly, solutions to ban these attitudes from the school context. The motivation to address this issue came from my experience as a mother and employee at a Higher Education Institution. With this experience, I was able to observe how students, and, above all, teenagers, are victims of moral harassment, and that, in most cases, they are lay people on the subject. Moral harassment in institutions is cruel. It even goes beyond the pedagogical and psycho-pedagogical aspect, victimizing "marked" students to be persecuted, reproved and psychologically debased. It thus stands out that moral harassment is any and all conduct that occurs through words, gestures, attitudes that come to harm someone's personality, dignity, physical and psychological integrity, constituting a socio-psychological pathology. It is important to highlight that this study consists of a bibliographic and descriptive research, focusing on the importance of Social Work in preventing the practice of social issues and in the healthy balance of the student. Therefore, it is added that after

the choice of the theme, research was carried out in different bibliographic sources on the subject in focus, considering that the results obtained will be presented through discursive text that deals in detail about Moral Harassment, highlighted if, even considering ethics, some data observed in the classroom monitoring will not be disclosed, serving only as a basis for the researcher. In this way, the study is structured as follows: introduction, theoretical framework, conclusions, of this research, in which the assumed assumption that bullying is characterized by prolonged mistreatment directed at the student and bibliographic references is confirmed.

MATERIALS AND METHODS

This is a bibliographic search in the online databases LILACS, SciELO, BDENF. Thus, initially a research was carried out on the production of knowledge, the role of the social worker in the face of bullying at school in order to identify the authors' conception in relation to the role of the social worker in the face of bullying in schools, in national journals, through a literature review. In the initial search, the titles and abstracts of the articles were considered for the wide selection of probable works of interest, highlighting the abstracts and full texts of

the articles, using as keywords the term social worker and moral harassment, harassment in schools. Thus, few articles were found that addressed the topic, only 43 articles referring to the work proposal. At the end, 15 works were selected, within the proposed theme of the article.

RESULTS AND DISCUSSIONS

Violence: Currently, we live in a society in which violence has become part of our daily lives and, in this sense, the school as an institution belonging to it, also ends up involved by this problem. Violence at school is a topic that has had great repercussions, especially through the media.

According to Macedo and Bomfim (2007): The phenomenon of violence is clearly present in our society, in our lives, in our daily lives. In fact, here we can also speak of 'violence' when the violent action is understood as any damage to people in varying degrees, either in their physical integrity or in their moral integrity. Thus, the successive increase in structural processes of social exclusion is also considered violence. This is structural violence based on both income inequality and the serious violation and denial of human, social, economic, cultural and environmental rights (p.27). Thus, understanding the phases that children and adolescents go through in their development process could promote an understanding that would contribute to reduce the search for measures against violence, which are far from an educational proposal. Abramovay and Castro (2006, p.34) "characterize violence at school as: physical violence, or harsh violence (comprising suicides, thefts, assaults, homicides, injuries, blows, robberies, vandalism, drugs, trafficking and sexual violence); symbolic or institutional violence (shown from power relations, in violence between teachers and students, for example), and micro-violence (consisting of acts of incivility, humiliation, lack of respect)". Violence comes from a social structure built in the course of human history, its meanings are defined according to its cultural, social and economic context, varying according to the value system adopted by each society. According to Schilling (2007 p. 10-11): "today, frequent and 'normal' situations in schools have until now taken on an enormous dimension: previously treated as disciplinary transgressions, they are seen as forms of violence. Conducts that generated indifference and were treated with the mediation of the school authority are gradually criminalized".

Bullying: According to Maciel (2007: p. 117), "moral harassment is also known as moral violence". In Brazil, the subject has not been given due attention by researchers, although there is growing interest in the theme, according to Maciel (2007, p.117): "Brazilian legislation is restricted to some public administration organizations in some states, despite some bills under discussion". It is important to point out that the victim of moral harassment, in addition to having their education compromised, may still suffer from the other consequences, given this, the present study aims to reflect the role of the social worker in relation to Moral Harassment at School and its interferences in life of the student. As stated by Birman (2006, p. 45): "the word harassment now gains frank public notoriety. So that it started to designate not only new events, but also situations that were previously named differently in language practices". The frequent use of the word harassment, however, has not yet helped to clarify its borders. The sense and concept of harassment are in the

process of being built. The victim of bullying suffers a post-traumatic stress disorder that, according to Guedes (2003, p. 44), "is equivalent to the symptoms that people from war or prison have in concentration camps. As a more serious consequence of bullying, suicide records have been made, including among children ". According to Marie-France Hirigoyen (2002 p. 90), "Moral Harassment is perverse violence in everyday life", ed. Bertrand Brasil, it is "an abusive conduct that attempts, by its repetition or systematization, against the dignity or psychological or physical integrity of a person, endangering his position (...)". The school is, without any doubt, a fruitful field for the practice of moral harassment. Attitudes of contempt towards peers are common among school-aged children, due to differences of the most diverse orders. This behavior generates an accommodation and makes such attitudes imperceptible, until they do not reach the victim in such a way as to cause him physical and psychological ills, identified in a concrete way by adults.

Bullying at school: According to Gallindo (2009), "bullying is revealed through verbal aggression, sexual harassment, discrimination and prejudice, among other forms of violation of personality rights". From this understanding, moral harassment can be classified in the category of symbolic violence that, according to the definition of Bourdieu (2002): It contemplates the domination actions that are legitimized by the victims themselves, since they are imperceptible, subtle and invisible violence that are perpetrated by subjects who, in some way, are allowed to impose themselves by arbitrary attitudes, due to a symbolic power that it is conferred. The idea is that of the authority that can do everything because of its role, as the transmitter par excellence of a given cultural capital (p. 34). The author adds: "the practices of moral harassment by virtue of their very nature are naturally inserted in this context of symbolic violence. Moral harassment as a practice that victimizes teachers and students in their intersubjective relationships". Bullying in schools causes profound damage to the individual, and to the society in which he is inserted; It is important to reflect on how to fight it in order to ensure a good environment for the person in physical, mental, moral, spiritual and social development, in conditions of freedom and dignity as prescribed in the Statute of the Child and Adolescent (ECA). Guedes (2003 p. 78) points to moral harassment, "as a form of violence that invades the public space and that has been expanding within institutions". Affirming that "the bullying at school, manifested through the disqualification and humiliation of students can lead to the blocking of their intellectual development, in addition to the abandonment of studies". Bullying can cause a destruction of identity and influence the person's temperament for a long time. "You can heal an injury caused by the sword, but not an injury caused by the word." It is worth adding that at school we must correct mistakes and ensure peace, dignity and respect, developing a prevention policy, in order to ensure the formation of the individual so that he becomes an ethical and balanced citizen to be able to contribute to the evolution of humanity. Therefore, it is highlighted that "it is everyone's duty to ensure the dignity of the child and adolescent, making them safe from any inhuman, violent, terrifying, vexing or embarrassing treatment (Art. 18 of the ECA).

Consequences of bullying: For Guedes (2003), "The consequences of bullying can in fact be severe to the point of causing school dropout, but not only that. Situations of degradation of the self-esteem of children and adolescents,

depression and even suicides can occur". In view of this, a single action of humiliation and embarrassment that causes the victim to feel so intense that it culminates in their leaving the classroom, the harmful consequence, as one of the main attributes of bullying, occurs in an undeniable way. Teixeira (2006, p. 436) shows that "there is a need for a loving relationship between educator and student, a welcoming relationship, in which one is important to the other. It is in this condition that meanings are constructed for students". According to Casassus (2009, p.209), "students are committed to learning, especially when they learn from educators who are important to them and to whom they know they are also important". The relationship feeds on the emotional contact between teachers and students, arguing that when students feel respected, accepted, they become more relaxed, and with this, more confident, participate more in the classroom. Students feel the need to learn in the classroom, but also to be listened to, respected

Social Worker and bullying: During training, the Social Service professional acquires information to study the individual and his inclusion in society, and to work with his rights and duties always with the satisfaction of identifying his weaknesses and guaranteeing his rights, with great commitment to the profession and society. According to Tarcitano (2004 p. 90), "the reason for the intervention of the Social Worker in organizations begins with a study of information, so as to create a diagnosis and better analysis that influences the work environment in a positive and negative way". Speaking of Moral Harassment, the author adds that "debating the subject in organizations has the purpose of raising awareness among all, whether they are victims or aggressors, in addition to showing how to debate and prevent this practice". Therefore, Tacitano (2004 p. 98), emphasizes that "the Social Worker as a mediating professional could offer the people involved the opportunity to understand each other and, analyzing the situation and negotiating a solution. Relating the serious consequences that harassment has on health, early diagnosis becomes important". Therefore, the entry of the social service professional in the school would be a strengthening for teachers and principals, because today, they try beyond the task of educating, they also unfold themselves in the task of understanding and intervening alone in the social reality of each student, many times without conditions or time for it

Final Considerations

The data obtained in this study confirm the relevance of the topic of bullying that students from different school institutions are victims of, initially, because they demonstrate that this bullying exists, then, because these embarrassing and humiliating situations are important events in life of each of the interviewed subjects of many students, which makes the visualization of these events evident and easy. It is important to highlight that a relevant point to be observed is the intention of the teachers when they practice acts that embarrass or humiliate students, showing a perverse and immoral behavior, thus demonstrating that there is an intention to embarrass and humiliate the other.

However, it is noteworthy that not always when committing such an act against the student there is the intention of the teacher to embarrass or humiliate the student, but unfortunately it does not fail to emotionally hurt the student victim of moral harassment. In view of this, it is extremely necessary that everyone, teachers and students, leaders and parents of students, become aware of the problem to face it with courage and competence. Teachers must analyze their behavior, seeking to identify possible situations, sometimes not perceived as violence, but which can be characterized by moral harassment, students must also be aware of their rights and know how far teachers can go with their authority, in the same way, parents and administrators must be attentive to possible attitudes of teachers and students who attack or are victims, trying to resolve the situation so as not to make it a bigger problem among them. Based on the comments and observations made, it is worth clarifying that the present study had a satisfactory result, as it leads us to perceive the role of the social worker with regard to moral harassment in school institutions and also to understand the disorders that this may cause to the individual, and mainly at school age.

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