This document is a brief abstract of the Dossier d’actualité.
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Out of a representative sample of 2,000 primary pupils, 48% claim that they have been victims of violence.
This violence is mainly physical (63%), verbal violence affecting teachers more than pupils.

Survey carried out by IUFM Nord Pas-de-Calais (Carra, 2006).

2010: Unicef has just ordered a study on victimisation of pupils at junior school, from the International Observatory of Violence in Schools.

When the media speak about school violence, they put forward acts of physical violence, generally with weapons, undergone by secondary-school pupils and teachers. But this type of violence leaves many other difficult situations in the shade, these being just as alarming for those involved in education, and tending to “wear out teachers and pupils” (Cécile Carra).

From a factual point of view, it can be observed that verbal violence is as important as physical violence, and that these one-off or incessant incidents disturb the atmosphere in the class and learning conditions, both for teachers and pupils.

Standing in the way of preventing this violence is the difficulty of defining these forms of transgression. What victims (generally pupils) and witnesses (generally teachers) feel varies from one country to another and according to the educational and social contexts. Verbal deviance, bullying or attitudes of withdrawal may begin when children are very young, at a time when school is supposed to socialise them. They are very often related to a feeling of injustice by pupils and incomprehension by teachers of these acts that do not comply with educational and linguistic standards.

Any stage which weakens or destabilises the child, and any context in which he or she does not recognize the family codes or those that society reflects on him/her may encourage the child to reject any organisation which might seek to force or to judge without explaining. This is why, whatever the country of origin, research work shows how certain teaching situations encourage conflicts or, conversely, attenuate them, and how important the school and class climate is for learning and educational practice.

Revealing this work and sharing convincing experiences in initial and in-service training for teachers and assistant head teachers could be useful in providing support for newly recruited educational staff.

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