

**Safe and Inclusive Schools: Teachers' Strategies to Handle Peer-to-peer Violence in the
South of Chile**

Matriculation Number: s1538139

Exam Number: B073610



MSc Inclusive and Special Education

The University of Edinburgh

2016

Word count: 16,479

Declaration of Own Work

This sheet must be filled in (each box marked with an X to show that the condition has been met), dated, and uploaded with all assessments - work will not be marked unless this is done).

Student Matric No:	s1538139
Title of work	Safe and Inclusive Schools: Teachers' Strategies to Handle Peer-to-peer Violence in the South of Chile
Supervisor:	Deborah Fry

I confirm that all this work is my own except where indicated, and that I have:

Clearly referenced/listed all sources as appropriate	X
Followed a consistent format throughout the document (APA)	X
Given the sources of all pictures, data, etc., that are not my own	X
Not made any use of the work of any other student(s) either past or present	X
Not incorporated any text acquired from external agencies other than extracts from attributed sources (including online facilities)	X
Acknowledged in appropriate places any help that I have received from others (e.g. fellow students, technicians, statisticians, external sources)	X
Complied with any other plagiarism criteria specified in the Course handbook	X
Included an accurate word count	X

I understand that any false claim for this work will be penalised in accordance with the University regulations.	X
I understand that I am submitting via <i>Learn</i> – using my EASE username and password. This username and password has not been shared with anyone else.	X
I understand that my work may be electronically checked for plagiarism and stored for future comparison.	X
Date: 15 August 2016	

Acknowledgements

To my beloved family and friends, for all their love and unconditional support. Thank you for encouraging me to persevere and for being always by my side despite all the miles between us.

To my tutors, especially my supportive supervisor Debi Fry, for guiding me throughout this process. Thank you for all your reassuring words and for inspiring me to work towards an inclusive education free from violence against children.

To the Comisión Nacional de Investigación Científica y Tecnológica, Programa Formación de Capital Humano Avanzado 73160734 and the Chilean Government, for allowing me to pursue this postgraduate programme.

Abstract

Creating safe and inclusive schools is one of the aims of the United Nations 2030 Agenda for Sustainable Development, which highlights the need for educational establishments that are inclusive and free from violence. Chile is one of the countries where policies and legislation intend to tackle violence in schools as well as promote inclusion. In this descriptive study, semi-structured interviews with teachers from the regions X and XIV in the south of Chile offer an introduction to the strategies that are used in schools so as to handle violence among students (peer-to-peer) in terms of prevention, response and the inclusion of students involved in either perpetrating or experiencing acts of violence. A qualitative analysis of teachers' strategies discloses the inclusive values in their practices and their approaches to prevent and respond to peer-to-peer violence while being respectful to their students' needs, avoiding discrimination and promoting learning and participation. Therefore, despite the challenges that teachers face, their strategies and the inclusive values found in their practices show an apparent commitment to provide safe and inclusive education for every child, including those experiencing and involved in peer-to-peer violence. Nonetheless, there are certain aspects that the Chilean education system may need to improve. For instance, schools could increase the collective work involving families, schools and social services, as well as develop inclusive violence response and prevention initiatives that are institutionalised rather than dependant on teachers' will.

Keywords: peer-to-peer violence, inclusive education, teachers, Chile

Table of Contents

	Pag
CHAPTER 1: Introduction.....	1
CHAPTER 2: Literature Review.....	3
2.1. Education System in Chile.....	3
2.2. Inclusive Education.....	4
2.2.1. International Approaches to Inclusive Education.....	7
2.2.2. Chilean Approach to Inclusive Education.....	8
2.3. Peer-to-peer Violence in School Settings.....	9
2.3.1. The International Context.....	11
2.3.2. The Chilean Context.....	12
2.4. Inclusion of Students Involved in Peer-to-peer Violence in Chilean Schools.....	14
2.4.1. A Principled Approach.....	15
CHAPTER 3: Methodology and Methods.....	17
3.1. Research Design.....	18
3.2. Participants.....	19
3.3. Ethical Considerations.....	21
3.4. Data Gathering.....	22
3.4.1. Interview.....	23
3.4.2. Procedure.....	24
3.5. Data Analysis.....	25
3.5.1. Inclusive Values.....	26
3.5.1.1. Equity.....	26
3.5.1.2. Participation.....	26
3.5.1.3. Community.....	27
3.5.1.4. Compassion.....	27

3.5.1.5. Respect for Diversity.....	27
3.5.1.6. Sustainability.....	27
3.5.1.7. Entitlement.....	27
3.6. Validity and Reliability.....	28
CHAPTER 4: Findings and Discussion.....	30
4.1. Perceptions of Inclusive Practices and Peer-to-peer Violence.....	30
4.1.1. Inclusive Practices.....	30
4.1.2. Peer-to-peer Violence.....	31
4.2. Research Question 1: What resources/strategies do teachers use to deal with peer-to-peer violence in terms of prevention, response and the inclusion of the students involved?	32
4.2.1. Prevention.....	32
4.2.2. Response.....	35
4.2.3. Inclusion.....	36
4.3. Research Question 2: What inclusive values can be observed in teachers' practices when working with students involved in peer-to-peer violence?.....	38
4.3.1. Equity.....	38
4.3.2. Participation.....	39
4.3.3. Community.....	40
4.3.4. Compassion.....	42
4.3.5. Respect for Diversity.....	43
4.3.6. Entitlement.....	45
4.3.7. Discretion.....	46
4.4. Challenges and Future Steps.....	48
CHAPTER 5: Conclusion.....	51
References.....	54
Appendices.....	68

CHAPTER 1: Introduction

Ensuring safe and inclusive schools for every child is a challenge that all the nations committed to achieving the recently updated Sustainable Development Goals (SDGs) are encouraged to embrace (United Nations [UN], 2015). Chile is one of the countries that adhered to the SDGs (UN, 2015), as such, it seems relevant to explore how schools are working towards a safer and more inclusive environment for everyone, including students experiencing or involved in acts of violence at school.

The development of safe and inclusive schools remains a challenge for the Chilean education system (see Agencia de Calidad de la Educación, 2013; Infante, 2010). Although newly enacted legislation calls for a broader view of inclusion, an emphasis on disability and special educational needs (SEN) is still evident (see Ministerio de Educación, [MINEDUC], 2015b). Besides, while research suggests that a significant number of Chilean students have experienced violence in the hands of their peers (Agencia de Calidad de la Educación, 2013), not much has been said about how teachers address violence among students and how inclusive those practices are. Therefore, this piece of research intends to describe Chilean teachers' strategies to handle violence among students while paying attention to the inclusive values that might be present in those practices.

This study and the view of inclusion adopted by the researcher were principally inspired by the book *Improving Schools, Developing Inclusion* by Ainscow, Booth and Dyson (2006). In this book, Ainscow et al. detach inclusion from the emphasis on SEN and direct the attention towards seven inclusive values, which will be introduced later in this work. Additionally, the Learning without Limits project as shown in the book *Learning without Limits* by Hart, Dixon, Drummond and McIntyre (2004) had a significant influence on this study. The inclusive practices observed in some teachers in the United Kingdom and gathered in the aforesaid book awakened the researcher's interest in using this small-scale research to

explore the potential inclusive strategies implemented by Chilean teachers. Bearing in mind that teachers can be crucial in developing inclusive environments (Pantic & Florian, 2015), it seems worth wondering whether Chilean educators have already implemented strategies to address violent interactions among students. Also, it appears relevant to analyse whether those strategies are in line with the inclusive values offered by Ainscow et al. (2006).

Consequently, this study relies on teachers' practices to portray the Chilean reality in relation to the development of safe and inclusive school environments. Interviews with teachers working in the regions X and XIV in Chile disclose how situations are being handled in their educational contexts, which provides valuable data to answer the research questions presented in the Methodology section. Additionally, teachers' strategies offer an insight into the challenges of developing inclusive practices when working with students who are either involved in conflicts with other peers or who experience acts of violence. Finally, the qualitative nature of this study allows critical reflection and discussion on policy and practice based on the experiences of those who are currently immersed in the Chilean educational system. Therefore, this piece of research intends to add to the literature in the fields of inclusive education and violence against children (VAC) by illustrating some strategies to prevent and respond to violence among students, as well as highlighting teachers' efforts to promote the inclusion of pupils involved in conflicts or who experience violence.

CHAPTER 2: Literature Review

This chapter offers an overview of the international and Chilean contexts in relation to inclusive education and peer-to-peer violence. This section begins by introducing the Chilean education system with factual information regarding school demographics and the legislation guiding the system. Subsequently, the main concepts, approaches and debates surrounding inclusive education in Chile and internationally are explored. Later, peer-to-peer violence is conceptualised and the literature and research in the area are examined in order to portray the Chilean and international reality. Finally, the fields of inclusive education and peer-to-peer violence are brought together so as to open a debate around the current state of the educational inclusion of students involved in peer-to-peer violence in Chilean schools.

2.1. Education System in Chile

Currently, the main law shaping the Chilean education system is called *Ley General de Educación (LGE)* [General Law of Education]. *LGE* was enacted in 2009 to replace *LOCE* (Spanish acronym for Organic Constitutional Law of Education), which had been the law regulating education since the end the dictatorship of Augusto Pinochet Ugarte and the return to democracy in 1990 (Ministerio de Educación Pública, 1990; MINEDUC, 2009). Official statistics show that in 2015 there were 183,704 teachers working with 3,662,968 students enrolled in the education system from pre-school to secondary education (Centro de Estudios MINEDUC, 2015). According to the Organisation for Economic Co-operation and Development (OECD, 2015), access to education is not a problem in Chile since the national net enrolment rate is above the average of Latin America and the Caribbean in all levels. In 2013, 91% of Chilean students were registered in pre-primary education, 92% in primary education¹ and 88% in secondary education², and 83% in tertiary education (UNESCO Institute for Statistics, 2016).

¹ From 1st to 8th year of schooling.

² From 9th to 12th year of schooling.

Although access does not appear problematic, the quality and equity of Chilean education have been questioned not only in international studies (OECD, 2015), but also in national publications (García-Huidobro, 2007; Muñoz & Redondo, 2013). In terms of educational achievement, the results of Chilean students are significantly below the OECD average in PISA test 2012. In fact, 44.1% of Chilean students perform above baseline in all subjects while the OECD average is 71.6%. However, Chile seems better positioned in the comparison with other Latin-American countries such as Argentina (27.4%), Peru (19.7%), or Colombia (22.9%) (OECD, 2016). The same test shows that there is a strong relationship between the socioeconomic status of students and their level of attainment, which denotes the inequity present in the Chilean education system (OECD, 2013). Therefore, the Chilean educational system seems strong in terms of access, yet weak regarding quality and equity.

2.2. Inclusive Education

The inequalities observed in the Chilean context entail a social component that seems to be embraced in the field of inclusion. Evans and Lunt (2002) assert that inclusive education relates to principles, values and the kind of society that people want. Similarly, in the book *Improving Schools, Developing Inclusion*, Ainscow et al. (2006) propose seven inclusive values that can help promote inclusion in schools, “equity” being one of them. The other six values are “participation, community, compassion, respect for diversity, sustainability and entitlement”, and they are part of a principle-based approach towards inclusion in education and society (p. 23). Likewise, Hart et al. (2004) suggest the idea of “transformability”, which involves practices based on “affective”, “social” and “intellectual” purposes, which in turn are guided by the principles of “co-agency”, “everybody” and “trust” (p. 179). Thus, the previously described approaches emphasise the social issues permeating education by focusing on the values underlying teaching practices rather than committing to a fixed ideal of inclusive education based on a set definition.

Indeed, providing a universal definition of inclusive education appears a difficult task considering that the notions of the concept usually vary (Clough & Corbett, 2000). On the one hand, inclusive education is frequently connected to the participation of all students in the mainstream classroom, especially learners who are at risk of or have been excluded, as well as those with disabilities or labelled as having SEN (Ainscow et al., 2006). On the other hand, it can be seen as a type of pedagogy aimed at ensuring success for all students regardless of their abilities, gender or background (European Agency for Development in Special Needs Education, 2010). The latter description agrees with the way the *Index for Inclusion* portrays an inclusive environment, for the *Index* advises schools to foster the participation of all learners and avoid any kind of discriminatory practices (Booth & Ainscow, 2002).

Additionally, according to Florian (2014), the premise of an inclusive pedagogy should be to serve everyone instead of some. However, this ideal of inclusion has not been widely adopted and some education systems still reveal a “bell-curve thinking”, in which students are placed in the normal distribution curve according to their level of attainment and only ‘some’ access appropriate support (Fendler & Muzaffar, 2008, p. 66). Thus, those in the middle of the curve — the average — will receive more attention, while the students in both ends of the curve — high and low achievement — might be overlooked (Fendler & Muzaffar, 2008).

Furthermore, not only are there differences in the approaches to inclusive education, but also in the terminology used in the field. For instance, unlike integration, inclusive education involves being part of the mainstream school from the beginning rather than being integrated after having been excluded (D' Alessio, Donnelly & Watkins, 2010). Thus, the broad and often “principled and idealistic” features surrounding the term inclusion contrast with the emphasis on SEN that characterises the term integration (Evans & Lunt, 2002, p. 3). The breadth of inclusion can be observed in the Salamanca Statement, which presents the inclusive school as one that welcomes everybody and celebrates diversity by supporting all

learners and responding to their particular needs (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 1994). Nevertheless, the term inclusion is sometimes “euphemistically” used to replace the word integration in programmes that do not show a strong commitment to genuinely transforming the education system (Powell, 2014, p. 336). Therefore, inclusion appears more complex than the mere reinsertion of excluded students with disabilities into the mainstream classroom or a change in terminology.

Finally, the *Index for Inclusion* challenges the idea of SEN, which had been broadly adopted in the field of inclusive education after the Warnock report discouraged the use of individual labels (Warnock, 1978). Instead, the *Index* promotes the concept of “barriers to learning and participation” in order to avoid pointing out limitations in students, and rather focuses on changing the environment in order to support learners (Booth & Ainscow, 2002, pp. 4-5). This adjustment in terminology appears to reflect a view of disability that moves from a medical approach towards a social paradigm. Therefore, instead of relying on a medical model that finds ‘flaws’ in students, a social model is used so as to make amends to the features in the setting that interfere with individuals’ learning (Allan, Brown & Riddell, 1998). In this regard, centring the attention on difficulties or SEN not only gives students a label that may put them at a higher risk of segregation (Riddell, 2012), but also may be detrimental if the barriers affecting more than one student are overlooked due to the focus on particular learners (Booth & Ainscow, 1998). Even though nowadays the abolition of labels — such as SEN — is strongly encouraged in the area of inclusive education (Hart et al., 2004; Florian & Spratt, 2013), Shakespeare (2006), supporter of the medical model, appears more flexible in this regard. According to the author, being too rigid about avoiding labels can result in failing to recognise impairment, which can be disadvantageous for students and their families if this limits the support they receive.

Based on the arguments presented in this section, inclusive education seems an area surrounded by debates. For instance, both the approaches to inclusive education and its definition vary from a view related to SEN to a broader conception centred on principles. Also, the terminology around inclusive education has been challenged, especially the concepts of integration and SEN, which are questioned for their emphasis on difference. Hence, the literature previously reviewed reveals discussions that illustrate certain dynamism in the field, making context a relevant aspect to bear in mind when doing research on this topic.

2.2.1. International Approaches to Inclusive Education

Internationally speaking, the use of categories in order to manage the provision of additional support is a frequent practice around the world. Although classifications can be different from country to country — some of them comprising a wider array of issues than others — the idea of grouping students based on their characteristics persists in education systems (Norwich, 2014). Nevertheless, research suggests that regardless of the scope that categories have, they might not guarantee that categorised students will receive support, which casts doubts on the effectiveness of these labels versus the risk of segregation they represent (Riddell, 2012).

Furthermore, the connection between inclusion and special education lingers in the educational systems of different countries. In Europe, inclusive education is still somehow linked to disability; especially since the discussions surrounding inclusion remain centred on SEN, both in research and in official documents and policies (D' Alessio et al., 2010). In fact, Vislie (2003) claims that the reforms implemented by western European countries are not significant enough to transform education and rather continue to categorise certain students as different. Similarly, a focus on disability and SEN is prevalent in the approaches to inclusive education adopted by the United States (Waitoller & Thorius, 2015), the former Yugoslavia

(Closs, 2003), China (Liu & Su, 2014) and Latin-American countries such as Brazil, Chile, El Salvador, Guatemala, Honduras and Peru, among others (Amadio, 2009). Therefore, even though the literature around inclusive education is calling for a restructuring of the systems in order to leave behind the emphasis on disability and categorisation (see Florian, 2014; Hart et al., 2004), in the international context students are still labelled and the tendency to relate inclusion to disability and special education remains.

2.2.2. Chilean Approach to Inclusive Education

In Chile, the first steps towards inclusion in education occurred in 1990 with the publication of the decree 490 that established the need for school integration programmes for people with disabilities. Ever since, the integration of students with disabilities in the mainstream school continued to be discussed in educational legislation (Godoy, Meza & Salazar, 2004; MINEDUC, 2009, 2010, 2015a).

Recently, in 2015, a law of inclusion in education was enacted to widen the perspective of inclusive education and emphasise the importance of the respect for diversity (MINEDUC, 2015b). Additionally, the Ministry of Education advertises an educational reform that will supposedly change the Chilean paradigm regarding inclusive education, moving away from a model based on disability, categorisation and normalisation (MINEDUC, 2015d). Nonetheless, the *Programa de Integración Escolar (PIE)* [School Integration Programme] continues to be supported by this legislation and policy, although the initiative — which only supports students with disability or SEN — has been criticised for categorising students and putting them at risk of segregation (López, Julio, Pérez, Morales & Rojas, 2014). In fact, students are frequently labelled as “*niños PIE*” [*PIE* children], which apart from encouraging segregation seems to lead educators to avoid certain responsibilities with these students and rely too much on the specialists working with *PIE* programmes (López et al., 2014, pp. 256-257). Therefore, at first glance this reform appears closer to more

contemporary conceptions of inclusion (e.g. Ainscow et al., 2006; Hart et al., 2004); however, it still shows traces of a model intrinsically concerned with difference.

Accordingly, before the enactment of the law of inclusion in education, inclusion in Chile seemed closely related to special education and integration due to its emphasis on disability (Infante, 2010), diagnoses and specialists (López et al., 2014). Besides, discriminatory practices seem to have been historically present in Chilean schools, which helped reproduce a negative disposition towards diversity (Díaz & Druker, 2007). Although the recently launched reform might be a step forward towards an inclusive education for everyone, validating *PIE* could become a drawback due to the importance that this initiative gives to diagnoses, specialists and SEN. Hence, the Chilean system appears to require transformation rather than ‘retouching’ so as to give attention to the wide array of issues that can affect students. Otherwise, perpetuating a focus on difference might only move segregation from special education into the mainstream school (Slee, 2001).

2.3. Peer-to-peer Violence in School Settings

Violence against children is a worldwide issue that can take place in any setting including schools (Pinheiro, 2006) and is defined as:

Intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity. (Krug, Dahlberg, Mercy, Zwi & Lozano, 2002)

When perpetrators are children’s own peers, violence can lead to severe consequences such as low self-concept, poor academic attainment (Card & Hodges, 2008) and suicidal behaviours (Moon, Karlson & Kim, 2015). Regarding terminology, the names given to the types of maltreatment that children perpetrate against their peers usually vary. Bullying, for instance, is a specific term referring to the intentional and repetitive harassment perpetrated by an individual in a more advantaged position of power (Olweus, 1993). On the other hand, peer victimisation encompasses a wider array of events in which social norms of appropriate

behaviour are broken resulting in harm (Finkelhor, 2008). Most cases of peer victimisation entail aggression — a concept describing harmful treatment with the purpose or perceived intention to hurt. Yet victimisation alone does not necessarily result from intentional harm, which is the case in incidents such as property stealing. Victimisation and aggression may involve physical attacks, emotional harassment and property damage or stealing, among others (Finkelhor, Turner & Hamby, 2012). Besides, bullying and victimisation have been associated with social exclusion or rejection on grounds of gender, ethnicity and personality traits, among other features (Killen, Rutland & Jampol, 2009). Thus, since students can experience different forms of peer violence, for the purpose of this work, peer-to-peer violence will be understood as any type of peer interaction that is intended to be, or perceived as harmful by the students involved and/or other members working or partaking in the school.

Regarding the risk factors determining how likely a child is to become a victim or perpetrator of peer-to-peer violence in schools, it is possible to observe the influence of peer interactions (Pinheiro, 2006) and poor family relationships (Cook, Williams, Guerra, Kim & Sadek, 2010). Besides, social norms, which are “the standards of conduct that regulate a society”, may motivate people to see violence among peers as an accepted behaviour (United Nations Children’s Fund [UNICEF], 2014, p. 146). Other risk factors include personal characteristics, substance abuse and poor parenting strategies (Pinheiro, 2006). Additionally, certain groups of children appear especially vulnerable to becoming victims. These include girls as well as members of minority groups such as immigrants and the lesbian, gay, bisexual and transsexual community (Office of the Special Representative of the Secretary General on Violence against Children [SRSG on Violence against Children], 2012).

In terms of the protective factors, preventing students from becoming involved in peer-to-peer violence, families and peers seem relevant actors. A study among adolescent girls suggests that having close and supportive parent-child relationships along with pro-

social interactions among peers protects girls from becoming victims of violence (Shlafer, McMorris, Sieving & Gower, 2013). Moreover, building resilience — which helps children to appropriately cope with daily challenges and stress — can have a positive impact on children's relationships (SRSG on Violence against Children, 2012). Finally, schools can also contribute to students' safety by promoting appropriate codes of conduct and fostering constructive relationships among peers (Pinheiro, 2006). In this regard, Caireta (2013) promotes the idea of peace education and proposes a focus on “provention”, an approach that advise schools to use non-violent methods to transform conflict into opportunities for “personal and collective growth” (p. 60).

2.3.1. The International Context

Cross-national research indicates that regardless of individuals' age and gender, peer-to-peer violence in the school setting affects students from diverse nationalities and cultural backgrounds (Craig et al., 2009; Chester et al., 2015). The literature in the field reveals that school violence among peers is an issue of concern in a wide array of countries such as the US (Kann et al., 2014), Canada (Miller, Vaillancourt & Boyle, 2009), Turkey (Yurtal & Artut, 2010) and Israel (Khoury-Kassabri, Astor & Benbenishty, 2009). Similarly, peer-to-peer violence has been observed in both developed countries namely England, Australia and Spain (Agnich & Miyazaki, 2013), and in developing Latin-American countries like Nicaragua, Chile, Brazil, Colombia (Román, & Murillo, 2011). Therefore, the variety of contexts in which violent interactions among students have been investigated implies that the issue represents a global concern. Table 1 offers further information about bullying prevalence as an example of peer-to-peer violence prevalence around the world.

Table 1: International prevalence of bullying (adapted from Chester et al., 2015; WHO, 2016a)

Source: Global School-based Student Health Survey (GSHS). (WHO, 2016a)			Source: Health Behaviour in School-aged Children (HBSC) survey. (Chester et al., 2015)		
<i>Bullied on one or more days during the past 30 days (age 13-15)</i>			<i>Bullied at least two or three times at school in the past couple of months (age 11, 13 and 15) (2009-2010)</i>		
Country	Boys (%)	Girls (%)	Country	Boys (%)	Girls (%)
Argentina (2012)	24.8	24.2	Austria	21.6	13.4
Bolivia (2012)	31.7	28.2	Belgium	27.8	16.5
Chile (2013)	15.8	13.9	Canada	16	14.9
Egypt (2011)	70.1	69.7	England	9	9.9
El Salvador (2013)	20.9	24.3	Germany	10.6	9.8
Peru (2010)	46.7	48.2	Lithuania	28.5	23.4
Philippines (2011)	46.9	48.4	Russia	17.8	17.3
Thailand (2015)	38.3	27.8	USA	11.3	10.7

2.3.2. The Chilean Context

As previously exposed, peer-to-peer violence affects students around the world, and Chilean children are not the exception. A study conducted among Latin-American students in their 6th year of primary school (165 schools) reveals that 43.08% of the Chilean participants had recently been victims of peer-to-peer violence, defined as experiencing one or more of the following: property stealing, threatening, verbal and/or physical violence. Besides, 57.36% of students claim to know somebody who has experienced those forms of peer-to-peer violence (Román & Murillo, 2011). Similarly, among the pupils who took the Trends in International Mathematics and Science Study [TIMSS] test in 2011, 31% and 9% of the students in their 4th and 8th year of primary education, respectively (200/193 schools), reported to be bullied at school “about weekly” (Martin, Mullis, Foy & Stancio, 2012, pp. 278-280). Also, the results of a survey conducted in 2012 to assess the school climate in Chile indicates that 8,059 (4.1%) adolescents in their 2nd year of secondary education (2,771 schools) had recurrently been physically, verbally, socially and/or electronically harassed by a peer. The same survey reveals that 50% of students in 4th year of primary school (7,753 schools) perceived that

verbal abuse, teasing and disparagement occurred always or often (Agencia de Calidad de la Educación, 2013). Although the preceding percentages must be carefully analysed since the number of schools participating in each study varies significantly, they help portray the Chilean context; especially since in Chile quantitative research in this area seems scarce and frequently focuses on just one region (e.g. López, Morales & Ayala, 2009). In fact, most studies exploring this issue are qualitative and based on a limited number of schools (e.g. Contador, 2001; García & Madriaza, 2006; López et al., 2011).

Regardless of the prevalence of peer-to-peer violence, this subject has been causing concern in Chile and the national school coexistence policy illustrates this growing interest. The initiative was created in order to encourage establishments to develop regulations, protocols and prevention programmes to address school violence (MINEDUC, 2015c). This policy stems from the law of school violence enacted in 2011 to promote a harmonious school climate (MINEDUC, 2011a). Undoubtedly the enactment of legislation and policies represents a step forward in order to address violence in school settings, yet the way peer-to-peer violence is conceived by the law of school violence requires careful attention. Violence among peers is described as involving recurrent harassment accompanied by a power imbalance between the victim and the perpetrator (MINEDUC, 2011a), a depiction that closely relates to Olweus's (1993) definition of bullying. This apparent emphasis on bullying can be also observed in prevention initiatives (MINEDUC, 2011b, 2012) and may denote a restricted conception of peer-to-peer violence, which could possibly lead to the inadequate treatment of further types of violent conduct (Finkelhor et al., 2012). Thus, it may be presumed that the types of violence among peers that are not persistent or do not involve a power imbalance might not receive the necessary attention.

2.4. Inclusion of Students Involved in Peer-to-peer Violence in Chilean Schools

Due to their implications for the wellbeing of children around the world, inclusion and VAC have been addressed by the recently launched SDGs. Thus, Goals 4 and 16 aim for a more inclusive society and education in which discrimination and VAC are not accepted (UN, 2015). Moreover, ending VAC is seen as a priority and is “directly tied to achieving most of the other development goals” (UNICEF, 2016, p. 86). Hence, linking the fields of inclusive education and peer-to-peer violence seems appropriate, even more so now that the SDGs gather these areas in target 4a, which promotes “safe, non-violent, inclusive and effective” schools (UN, 2015, p. 21).

Nonetheless, international research conducted around inclusion frequently comprises studies that examine the different approaches to inclusive education (see Amadio, 2009; D'Alessio et al., 2010; Vislie, 2003), but do not necessarily focus on students involved in school violence. Indeed, if a subject were to be emphasised, it would probably be the inclusion of students with disabilities (e.g. Smith & Tyler, 2011). Similarly, the research on inclusive education in Chile commonly focuses on the inclusion of students with disabilities or SEN (Infante, 2010), while peer-to-peer violence concentrates on students' and teachers' perceptions about the prevalence of the issue (e.g. González, 2010) and the motives to become involved (e.g. García & Madriaza, 2006).

Furthermore, a study of the inclusive education policies of 31 countries in Latin America and the Caribbean reports that the students with disabilities are considered a priority in 56% of the policies analysed. In turn, the inclusion of groups affected by violence is mentioned only in 13% of the policies, a percentage that this group shares with the inclusion of female, talented and hospitalised students, among others (Amadio, 2009). In line with Latin-American trends, neither the Chilean laws in education (MINEDUC, 2009, 2015b) nor

the one on school violence (MINEDUC, 2011a) highlight the connection between inclusive education and peer-to-peer violence.

2.4.1. A Principled Approach

Associating peer-to-peer violence and inclusive education appears suitable when considering that some initiatives to address peer-to-peer violence appear to emphasise practices that recall the inclusive values proposed by Ainscow et al. (2006). This highlights the potential benefits of addressing peer-to-peer violence through the perspective of inclusive education. For instance, the value of *compassion* as concerned with empathy has shown to be related to the occurrence of peer-to-peer violence since more sympathetic students are less likely to be involved in incidents and vice versa (Nolasco Hernández, 2012). Furthermore, *participation, community* and *entitlement* can be observed in a dialogic model encouraging students, school staff and parents to maintain fluent communications and cooperative interactions in order to develop more effective violence prevention programmes (Padrós, 2014). Likewise, the inclusive principles of *equity, respect for diversity* and *sustainability* can be noted in the UNICEF's (2009) initiative called Child Friendly Schools (CFS), which intends to create safer institutions for students, being peer-to-peer violence one of the problems that CFS are encouraged to tackle. Ainscow et al.'s (2006) values become visible in the way CFS enhance the active participation of every member of the school, including families, by creating a sense of democracy, celebrating diversity and embracing the need for environmentally-friendly schools.

Considering that the inclusive values offered by Ainscow et al. (2006) can be observed in the aforementioned initiatives, a research question becomes whether these values are present in the way peer-to-peer violence is handled in Chilean schools. In Chile not much information has been disseminated regarding interventions to address violence in schools, which may leave some successful pedagogies unnoticed (Madriaza, 2008). The literature in

the field of inclusive education has shown that exploring what is being done can help disclose noteworthy practices employed by teachers and schools with a commitment to inclusion (see Ainscow et al., 2006; Hart et al., 2004; Swann, Peacock, Hart & Drummond, 2012). Hence, in the Chilean context, teachers would probably be relevant informants, not only because educators are key to promoting inclusive systems (Pantic & Florian, 2015), but also since research in Chile indicates that they sometimes witness peer-to-peer violence (López et al., 2009). Thus, experiencing violence among their students may have motivated them to develop their own strategies to handle those situations. Therefore, the present study describes teachers' strategies to prevent and respond to peer-to-peer violence using the inclusive values offered by Ainscow et al. (2006) to portray how the inclusion of students involved in peer-to-peer violence is being addressed in Chile.

CHAPTER 3: Methodology and Methods

This study focuses on the strategies implemented by teachers currently participating in the Chilean education system in relation to the prevention and response to peer-to-peer violence seen from the perspective of inclusive education. As highlighted in the introduction section, the books *Improving Schools, Developing Inclusion* by Ainscow et al. (2006) and *Learning without Limits* by Hart et al. (2004) represent the main source of inspiration for this study. These books provide insights into the practices of different teachers and schools and propose principled approaches towards inclusive education that have been the motivation for the present piece of research. Furthermore, the relevance of providing children with a school environment free from violence (Pinheiro, 2006), and the prevalence of violence in Chilean schools (Agencia de Calidad de la Educación, 2013; Román & Murillo, 2011) encouraged the researcher to investigate the prevention and response to peer-to-peer violence in Chile. Finally, the growing interest in promoting both safe and inclusive schools (UN, 2015) inspired the researcher to analyse teachers' strategies to handle peer-to-peer violence in order to reveal the inclusive values that may have naturally arisen in them.

Hence, two research questions emerged:

1. What resources/strategies do teachers use to handle peer-to-peer violence in terms of prevention, response and the inclusion of the students involved?
2. What inclusive values can be observed in teachers' practices when working with students involved in peer-to-peer violence?

The aim of the research is to describe teachers' strategies to handle peer-to-peer violence in terms of prevention, response and the inclusion of the students involved, paying particular attention to the inclusive values that might be present in those practices. In order to achieve the aforementioned aim, the researcher had to (1) interview teachers about their strategies to prevent and respond to peer-to-peer violence; (2) compare teachers' strategies to

the inclusive values offered by Ainscow et al. (2006) in the book *Improving Schools, Developing Inclusion*; (3) extend and adapt theoretical constructs based on the findings and (4) analyse teachers' strategies and the inclusive values found in them in the light of the literature and legislation on VAC and inclusive education.

3.1. Research Design

In this study participants play an important role in gaining knowledge about how inclusion and peer-to-peer violence are addressed in Chilean schools. This results from the researcher's constructivist epistemological position, which led to an interpretivist stance and the adoption of a symbolic interactionist approach. Thus, participants' practices are studied from the perspective of the participants' themselves based on the belief that knowledge is constructed rather than discovered (Gray, 2014). Participants are seen as active individuals who are continuously interacting within a dynamic social context (Cohen, Manion & Morrison, 2011), which is why no previous assumptions about their practices were made.

Therefore, participants' contributions are significant for understanding the issue that is being studied, which illustrates the qualitative nature of this research (Creswell, 2013). For this study, the interview represented the most appropriate data collection tool that would provide rich insights into the participants' experiences (Gray, 2014). Since the researcher is based in Edinburgh, the interviews were conducted using the computer software for online calls 'Skype', turning this into an Internet-mediated research (IMR). An alternative for this design could have included interviews through e-mail in order to reach a wider population. However, the idea was discarded because Skype conversations offer "better inter-personal communications, the development of greater trust and, as a result, more rounded and detailed responses" (Gray, 2014, p. 405). The interviews were conducted in the participants and researcher's native language, Spanish, and they were audio recorded, transcribed for their analysis and translated into English when necessary. The data was analysed qualitatively in

order to detect patterns that were grouped together as part of the thematic coding approach adopted in the study (Robson, 2011), which in this case is characterised by both inductive and deductive reasoning. Thus, the analysis starts inductively since the main patterns emerge from the data, yet later, a deductive approach is adopted when identifying the inclusive values (Gray, 2014).

Finally, this study can be categorised as cross-sectional, non-experimental and descriptive since the data collection occurs at one point in time, variables are not manipulated in any way, and its main purpose is to portray the way in which an issue occurs (Cohen et al., 2011). Nevertheless, although the research is mainly descriptive, it also comprises normative characteristics since the data was compared against certain standards (Gray, 2014), in this case, the inclusive values of Ainscow et al., (2006) as well as the literature and policies surrounding the corresponding fields of study.

3.2. Participants

The participants of the study are Chilean teachers currently working in Chilean schools. For a short study like this, a sample of no more than 20 is recommended (Alder & Alder, 2012), thus considering the four months available to conduct the study, only 16 teachers were contacted. Once the researcher was granted ethical clearance, information letters and consent forms were sent to all 16 participants via e-mail after they preliminarily agreed to partake. From the 12 forms that were returned filled in and signed, two participants did not meet the inclusion criteria; therefore, 10 participants were finally included in the study. Table 2 offers a brief profile of the participants.

The researcher contacted three participants directly relying on the networks she created when working as an English teacher in Chile, while the rest of the teachers were approached using a purposive snowball sampling. The inclusion criteria were location and years of working experience. The participants had been working as teachers for less than 10

years in schools located in regions X and XIV in the south of Chile. These criteria were chosen in order to interview participants with similar characteristics, which apart from allowing an in-depth qualitative analysis of the findings allows this to be a small-scale pilot study that could potentially inspire future research in Chile.

The sampling strategy used presents benefits and limitations. Snowball sampling can be valuable in qualitative studies in order to build rapport with the participants since they were contacted by someone they are familiar with (Cohen et al., 2011). This seems particularly useful in this study since certain topics related to VAC can be sensitive. On the other hand, the fact that the researcher knew some of the participants may become a limitation since the results might be at risk of bias (Gray, 2014). However, approaching the participants as impartially as possible could help diminish this concern. In addition, using snowball sampling can be a drawback if the participants cannot access the necessary amount of quality information about the study (Gray, 2014). Hence, this limitation was addressed by sending a detailed information letter to all prospective participants for them to make an informed decision about their involvement in the study.

Finally, when conducting a study within the interpretivist frame, researchers are advised to address their own participation (Thomas, 2013). Qualitative studies are likely to be subjective (Gray, 2014); thus, during this investigation the researcher contacted and interviewed participants in the most impartial, yet well-informed possible manner.

Table 2: Profile of the teachers in the study

Teacher	Level taught	Male/Female	Years of teaching experience
T1	Secondary	M	3
T2	Secondary	F	3
T3	Primary	F	4
T4	Primary/Secondary	M	4
T5	Primary	F	5
T6	Primary	F	1
T7	Primary	F	8
T8	Primary/Secondary	F	2
T9	Primary	F	4
T10	Secondary	F	6

3.3. Ethical Considerations

Following the advice of the British Educational Research Association (2011), ethical issues were addressed in order to protect participants and other individuals that could be affected by this study, avoiding harm and deception, as well as ensuring participants' informed consent and privacy. The participants are adults who neither belong to vulnerable groups, nor spoke in representation of any institution; thus, personal informed consent was considered enough to ensure their safe participation. An informative letter was sent to each participant including information about the researcher, the reasons for the study, its purpose, data collection tools and procedure, anonymity, confidentiality, voluntary participation, roles, benefits and rights. Additionally, participants completed a consent form in which they acknowledged being informed about the study and agreed to participate, authorising the researcher to use their contributions, quote them, record them and translate them³. Since the participants' native language is Spanish, the researcher used her bilingual skills to provide the aforementioned documents in that language so as to ensure an accurate delivery of information. Participation was completely voluntary and teachers were not offered any compensation apart from a summary in Spanish of the results and possible recommendations emerging from the study.

Although participants themselves were not considered vulnerable, they were interviewed about children who might be victims of violence, a topic that requires a careful treatment when doing research (Child Protection Monitoring and Evaluation Reference Group, 2012). This is why participants were ensured anonymity and privacy, yet were warned about the limitations of confidentiality if for any reason they disclosed information about minors being at current risk of significant harm. Since introducing limits to confidentiality can be a significant concern among researchers (Wiles, Crow, Heath & Charles, 2008), the

³ An English version of the Information Letter and Consent Form can be found in Appendix 1.

participants of this study were offered an opportunity to work together with the researcher towards solving any potential issues regarding children's safety.

In addition, in IMR some extra ethical considerations must be handled (Cohen et al., 2011). Since this is the case in this study, the researcher adhered to the ethics guidelines for Internet-mediated research offered by the British Psychological Society (BPS, 2013). Thus, participants received detailed information regarding the means of communication and times in which they would be contacted, and they were not approached without prior confirmation of availability. Finally, ensuring that participants' consent is actually informed can become difficult in IMR since the researcher cannot provide information about the study in person (BPS, 2013). Therefore, apart from having the opportunity to ask questions through e-mail, before the interview started participants were reminded of the study details, their rights and asked again about whether they agreed to take part and be recorded⁴.

3.4. Data Gathering

The data collection tool chosen was the interview and the means of communication was the Internet. Although observations appeared a suitable method to gather data about teachers' strategies, constraints regarding distance made the use of this method impossible. Hence, the interview was considered the most appropriate tool since it can be useful when direct observation is not possible (Creswell, 2013). Internet-mediated interviews allowed the researcher to collect the data from Edinburgh since travelling to Chile was not feasible due to economic and time limitations. Nevertheless, this decision involves concerns such as the ones discussed in the Ethics section, as well as the fact that some participants might not be familiar with the computer software, which could hinder the data collection process (Robson, 2011). As detailed in the Ethics section, ethical considerations were addressed by paying special attention to participants' privacy and the amount and quality of the information they received.

⁴ For more details about the information provided see Interview Schedule in Appendix 2.

Similarly, the researcher took careful notice of any difficulties participants had in using ‘Skype’ and offered the necessary help to download, install and use the programme.

3.4.1. Interview

The type of interview considered suitable for the purpose of this study was the semi-structured interview⁵. This tool offers control over the questions (Creswell, 2013) and the flexibility (Cohen et al., 2011) necessary to address the sensitive issue that is being investigated. This is to say, the researcher could go into depth in certain aspects in order to obtain valuable qualitative data, yet it was still possible to manipulate the questions if participants did not feel comfortable with them. Furthermore, when having a conversation, the researcher can establish “rapport and trust” (O’Leary, 2005, p. 114), which seems essential when discussing sensitive topics. Notwithstanding the aforesaid benefits of the tool, it also presents disadvantages. For example, the risk of bias due to the active role of the researcher in the interview (Creswell, 2013) was minimised by having a friendly but impartial response to the participants’ comments and answers. Likewise, issues such as “careless prompting” (Gray, 2014, p. 389), were diminished by conducting a pilot interview prior the start of the data gathering process, in which the researcher could revise the questions and prompts and received feedback from the interviewee.

The semi-structured interview was designed to last between 45 minutes and one hour and was based on the research questions and purpose of the study — as advised by Cohen et al. (2011). Since the study intends to approach teachers’ strategies to prevent and respond to peer-to-peer violence from the perspective of inclusive education, the questions were inspired by the characteristics of inclusive practices suggested by Ainscow et al. (2006). These include issues regarding the promotion of learning and participation, as well as ways to avoid exclusion and discrimination, among other considerations. Bearing in mind contextual

⁵ The Interview Schedule can be found in Appendix 2.

differences and the debates around the terminology and definitions surrounding inclusion (e.g. Vislie, 2003) and violence among peers (e.g. Finkelhor et al., 2012), the researcher did not provide a prescriptive definition of the terms inclusion and peer-to-peer violence during the interview. Instead, participants were asked to share their understanding of the concepts at the beginning of the interview. This gave the researcher a clear idea of what participants meant when they referred to these topics. Moreover, the data obtained was used to formulate descriptive and contextualised definitions of inclusion and peer-to-peer violence which will be presented in the following chapter of this paper.

3.4.2. Procedure

The process of data collection started right after the researcher was granted ethical clearance from the University of Edinburgh. In April 2016, the teachers who had preliminarily manifested their intention to participate were sent the information letter and consent form to the e-mail addresses they provided through the person who recommended them to the researcher. Also, they were sent a link to the official website in which they could download the computer software ‘Skype’ without cost. As part of the information required in the consent form, the participants proposed a tentative date for the interview. Prior to that date, the researcher sent participants an e-mail to confirm the date and time of the interview. The participants also received a reminder of the date and time of the interview before being punctually called via ‘Skype’.

The interviews took place from May 7th to June 2nd; each participant took part in one interview which lasted from 30 minutes to one hour. Although the research design only considered ‘Skype’ as the means of communication for the interviews, one of the participants preferred to be contacted through the smartphone application ‘Whatsapp’. Therefore, one interview was conducted in real time using ‘Whatsapp voice messages’, as proposed by the participant himself. The remaining nine interviews were conducted via ‘Skype’ and audio

recorded using the tool ‘Call Recorder for Skype’ offered by ‘Ecamm’. All 10 interviews were conducted in Spanish in order to keep the participants at ease and to allow them to express their views confidently.

3.5. Data Analysis

The data analysis involved content analysis with a thematic coding approach, for this the researcher had to: (1) familiarise with the data; (2) generate initial codes; (3) identify themes; (4) create thematic networks⁶; and (4) integrate and interpret the themes (Robson, 2011). Besides, summaries of the data were created according to the topics discussed in order to have a more manageable amount of data and facilitate the process of analysing key elements⁷ (Spencer, Ritchie, O'Connor, Morrell & Ormston, 2014). The process was divided in two main stages, the first one being an inductive phase in which codes emerged from the data and moved towards establishing themes. While the second part involved a deductive reasoning in which the data analysis started based on the inclusive values by Ainscow et al. (2006) (Gray, 2014). The presence of inductive and deductive analysis is said to be a characteristic of qualitative studies, since this allows the researcher to have a deeper understanding of the patterns that emerge by going back and forth from the themes to the data (Creswell, 2013).

Furthermore, the themes were compared to the national and international literature and research in the fields of inclusive education and VAC so as to position the Chilean reality within the international context. Lastly, it is worth mentioning that the analysis was conducted in Spanish since the data was collected in that language. This decision was made in order to ensure that translation issues did not affect the analysis, which is a concern in studies that involve data collection in foreign languages (Cohen et al., 2011).

⁶ A sample of some thematic networks is provided in Appendix 3.

⁷ A sample in English of the summaries is provided in Appendix 4.

3.5.1. Inclusive Values

As previously noted, in order to determine the inclusive strategies present in Chilean teachers' practices, this study will focus on the inclusive values offered by Ainscow et al. (2006). This decision was made based on the belief that inclusive practices are closely dependant on the context (Booth & Ainscow, 1998). Therefore, unlike a fixed definition of inclusion, inclusive values offer the flexibility needed to analyse and contextualise teachers' strategies. According to Ainscow et al. (2006), the list of values they provide is in continual development; this is why the authors extend the invitation to discuss their meaning and implications for practice. The present study used these inclusive values as part of the analysis in order to elucidate their meaning and implications in relation to the inclusion of students involved in peer-to-peer violence in the Chilean context. A brief introduction to each value can be found below so as to provide a general idea of how these values were understood during the data analysis process and what they represent for this report. Nevertheless, this is only a preliminary description since the findings and discussion section presents their implications for the Chilean context.

3.5.1.1. Equity

Equity in this study is presented as concerned with students' educational experience and achievement. In this sense, promoting equity in education does not mean that all students are expected to attain or experience the same; instead, the expectation is that the differences in outcome and/or educational experience are not related to differences in people's background, ability or possessions (Levin, 2003).

3.5.1.2. Participation

Participation implies that the members of the school community are welcomed to actively and collaboratively take part not only in the educational activities, but also in the decision-making processes (Ainscow et al., 2006).

3.5.1.3. Community

Community refers to enhancing opportunities for collaborative work among communities and educational centres, as well as valuing the social role of education. This not only involves developing a sense of community in the school, the family or even the country, but also in terms of responsibility for wider groups, concerning “citizenship and global citizenship” (Ainscow et al., 2006, p. 24).

3.5.1.4. Compassion

Compassion relates to showing empathy with others’ feelings and experiences. It also involves affection and fostering equity by rejecting the injustices that could affect individuals (Hoffman, 2000; Ortega Ruiz & Minguez Vallejos, 1999). Hence, compassion is seen as a kind response to the diverse realities that gather in a classroom, taking responsibility to learn and care about the other (Carson & Johnston, 2000).

3.5.1.5. Respect for Diversity

Respecting diversity involves accepting difference instead of stigmatising those who move away from the ‘average’, thus adopting a positive stance in which “individuality, individual needs and interests” are recognised and respected (Norwich, 2014, p. 63).

3.5.1.6. Sustainability

Sustainability refers to schools’ responsibility to prepare children for understanding and responding to the environmental issues by promoting sustainable ways of living (Ainscow et al., 2006).

3.5.1.7. Entitlement

Entitlement is understood as concerned with children’s right to education. This value “involves the recognition and conviction” that individuals are entitled to accessing education, attending school and receiving suitable support (Ainscow et al., 2006, p. 25).

3.6. Validity and Reliability

The ways of addressing validity and reliability in qualitative studies differ from the approaches taken in quantitative research (Cohen et al., 2011). In this qualitative study validity is understood as concerned with the pertinence of the research process, the role of the actors and the purpose of the investigation (Winter, 2000). Therefore, the validity of this study mainly resides in its uniqueness for the Chilean reality and the inclusion of participants who are actively involved in the context being explored, rather than the generalizability of the findings. Also, the small-scale research design is realistic and appropriate for the time frame and characteristics of the study, which allows an in-depth and detailed analysis of the data obtained.

Additionally, following the advice of Cohen et al. (2011), the validity of the interviews was addressed by reducing interviewer bias. Hence, the interviewer asked for clarification of unclear answers in order to avoid misinterpretations, and restrained from giving personal opinions or making comments on participants' interventions. Besides, the interviews were audio recorded and transcribed word-by-word⁸ so as to avoid the researchers' influence on the data. Although the researcher tried to limit her intervention, the fact that she translated participants' contributions from Spanish to English involves potential bias. However, this can be minimised by the benefits of having a sound understanding of the research project and an advanced command of both languages, features that can be useful in order to increase cross-cultural validity (Cohen et al., 2011).

Finally, unlike reliability in quantitative studies, reliability in qualitative research does not necessarily relate to replication, but to the generation of a piece of research that is as accurate and stable as possible (Cohen et al., 2011). This is why this study does not aim at replication and rather focuses on taking the essential precautions in order to keep the research

⁸ A sample of the transcriptions can be found in Appendix 5.

as precise as possible. For instance, the reliability of the interviews was improved through interviewer training as suggested by Gray (2014); thus, the researcher piloted the interview and used an interview schedule in order to reduce any issues that might interfere with the stability of the findings.

CHAPTER 4: Findings and Discussion

This chapter presents the findings that intend to answer the research questions and also offers the discussion of the data gathered and analysed. Findings and discussion are written together since in interpretative studies like this, the researcher is constantly examining the findings in the light of the body of research, literature and personal experience. This complicates the task of presenting the findings, analysis and discussion using a rigid line of progression; thus, presenting these components together seems more suitable for this particular study (Thomas, 2013).

4.1. Perceptions of Inclusive Practices and Peer-to-peer Violence

Considering the influence that context can have on what is understood as inclusive practices (Booth & Ainscow, 1998) and the different types of aggression that can occur among peers (Pinheiro, 2006), the participants of this study were asked about their own perceptions of these two topics. This allows a better understanding of what they are referring to when discussing inclusive practices and peer-to-peer violence.

4.1.1. Inclusive Practices

In accordance with Florian (2014), most teachers agreed on the fact that respect for diversity and teaching for every child were important factors to develop inclusion. T9, for example, states that inclusive practices involve trying to answer everyone's questions. However, she also suggests that in her school they try to work for the "*mean*". This recalls the idea of "bell-curve thinking" since T9 might be designing her lessons for the average and somehow accepting that certain students might fail, which may limit teachers' expectations and the support offered to some students (Fendler & Muzaffar, 2008, p. 66).

Additionally, inclusive practices appear sometimes related to working with students with disabilities and those who move away from the norm, which corroborates the focus on disability and SEN observed by Infante (2011) in the Chilean approach to inclusion. When

asked whether they considered their schools as inclusive, most teachers acknowledged that inclusion was not completely achieved. Also, for some teachers the implementation of a *PIE* programme represented a sign of inclusion, for T10, in turn, this programme was one of her reasons for saying that her school was not inclusive: “*they only accept the demands and specific needs of certain students who under diagnosis enter this programme ... it does not address the needs of all the students*”. Therefore, in line with what is stated in the *Index for Inclusion* (Booth & Ainscow, 2002), some of the participants of this study appear to understand inclusive practices as involving the acceptance of diversity and a focus on everyone’s learning and participation.

4.1.2 Peer-to-peer Violence

Interviewees perceive peer-to-peer violence as prevalent in Chilean schools, which agrees with the results of surveys conducted by the Chilean Ministry of Education (Agencia de Calidad de la Educación, 2013). When describing the issue, teachers mentioned factors such as transgression of peers’ rights, and a lack of respect, empathy and tolerance. Moreover, as detailed in Table 3, teachers referred to a wide array of aggressions including physical, verbal and psychological violence. These recall some of the examples provided by Finkelhor et al. (2012) regarding victimisation and aggression and support their idea that bullying may be a restrictive concept to refer to violence among peers.

Besides, T2 claimed that she would consider violence of a teacher against a student and vice versa as peer-to-peer violence: “*a lot of times peer-to-peer violence occurs among students, but we also see cases of teachers against students or students against teachers*”. This unexpected finding suggests that, depending on their beliefs, teachers might see themselves and their students as peers, which might become a relevant implication for the study of teacher-student relationships.

Table 3: Peer-to-peer violence in Chile

Types of violence considered peer-to-peer violence	Types of peer-to-peer violence observed by teachers	Attributable reasons for the prevalence of peer-to-peer violence in Chilean schools
<ul style="list-style-type: none"> - Physical - Psychological - Verbal - Gender-based - Ethnic - Bullying - Cyber-bullying - Dating violence 	<ul style="list-style-type: none"> - Discrimination on grounds of race, appearance and sexual orientation - Name-calling - Insults - Teasing - Violence against women - Physical aggression 	<ul style="list-style-type: none"> - Social and cultural issues (e.g. sexism) - Political and social divisions due to Chilean historical context - Mechanised education (e.g. academic results over humane relationships) - Violence in the family context

3.2. Research Question 1: What resources/strategies do teachers use to deal with peer-to-peer violence in terms of prevention, response and the inclusion of the students involved?

In order to answer research question 1, real and/or fictitious situations were discussed during the interviews⁹. Subsequently, teachers' strategies were analysed and classified into the categories of prevention, response and inclusion of students involved in peer-to-peer violence.

4.2.1. Prevention

Teachers' strategies to prevent peer-to-peer violence involve methodological measures, reflection and dialogue about issues regarding violence, building trust between the teacher and the students, as well as supporting students in building self-awareness. A common factor among teachers' preventive measures is that strategies frequently emerge after a conflict. Hence, T10 suggests that preventive systems must work as such and offer constant support, not only when the conflict has occurred: "*since the school has a preventive attitude, it should really be preventive ... many times violence happens because nothing has been done before*". This agrees with a Chilean report showing that although schools have norms to

⁹ The fictitious situations discussed can be found in the Interview Schedule available in Appendix 2.

maintain positive school coexistence, they are not consistently applied and sometimes ignored which leads to more reactive measures (Agencia de Calidad de la Educación, 2015).

Regarding strategies, two methodological measures to prevent peer-to-peer violence were offered by T7 and T4. First, T7 claims that she provides her students with examples of conflicts and asks them to work in groups to find solutions: "*I read them a tale, they identify the conflict and give me solutions, I work a lot with videos, with animated short films ... they are very young but have ideas that are better than ours sometimes*". Second, T4 sets goals and provides positive reinforcements when they are attained. According to T4 the students' commitment to achieving the goals fosters cooperative work: "*that level of commitment made the guys act more consciously ... more conscious of their peers ... [they] stop considering school as ... a place of individual competition, but as a place to meet and work as a team*". Thus, these teachers' choice of methodology is consistent with some suggestions on how to develop peace education, which involve promoting critical and active participation, collaborative work, as well as enhancing effort and motivation (Caireta, 2013).

T4 adds that violence may be avoided by presenting students with motivating educational experiences:

We believe that a boy, for example, who is very into his studies has less time to be interested in, in other things like bullying ... we try to motivate the pupil from the pedagogic perspective to distance him from ... being interested in teasing the rest of the people.

Considering that some teachers felt that their multiple responsibilities did not allow them time to address peer-to-peer violence without neglecting students' academic training, this finding might reassure them that committing to prevention and challenging students academically could be perfectly compatible.

Additionally, an interest in promoting reflection, communication and trust can be noted in some teachers' approaches. In this regard, T7 states that values such as respect and empathy must be daily addressed through conversations and reflection with students. She also

builds trust in her students so that they let her know about conflicts occurring without her notice. These findings are consistent with the idea of ‘provention’, which involves creating a sense of group by encouraging trust, understanding and esteem for oneself and others, as well as establishing a non-violent culture through communication and cooperation (Caireta, 2013).

Besides, T5 mentions that it can be helpful to assist students in building self-awareness so that they can “*see what the feeling prior to aggression is*”. T5 shares the following conversation as an example: “*when you feel like you have a feeling of anger inside look for me ... and if I am not around, find another adult and tell them ... that you have a lot of anger inside*”. T6 agrees with this view:

It is very arduous and lengthy work, but it can be achieved that ... the person before exploding says ... ‘I am going that way’... ‘I cannot do this because if I do it I am going to get angry’.

This evidence further supports the idea of preventing violence through the development of life skills such as self-awareness, which can help individuals handle their feelings and improve their social and emotional competences (WHO, 2009). Besides, strategies like these have shown to be successful when addressing VAC (WHO, 2016b), which suggests that helping children to develop self-awareness could be a useful strategy to handle peer-to-peer violence in a way that is preventive rather than reactive.

Moreover, T6 asserts that when knowing students’ interests and what upsets them teachers can provide them with suitable alternatives to distract them from getting involved in conflicts. With regards to this, T3 mentions how knowing one of her students helps her to stop him from hurting his classmates: “*I look for games that I know he likes ... so he is concentrated on that ... one has to look for things that are interesting for him*”. The preceding idea connects with Florian and Linklater’s (2010) conception that inclusive education should offer students choices that suit diverse needs, which seems also necessary to promote peace education (Caireta, 2013).

4.2.2. Response

In line with some of the findings regarding prevention, the themes emerging when discussing teachers' ideas for responding to peer-to-peer violence involve dialogue, reflection, mediation and building trust between the teacher and the students.

Prior research has shown the importance of maintaining a fluent communication and cooperation among students, teachers and families when addressing violence in schools (see Padrós, 2014; WHO, 2009). Similarly, the teachers partaking in this study suggest that having conversations with students after violent events is a helpful way of addressing the issues that caused the conflict. Although dialogue and reflection seem prevalent measures, T6 advises that conversations should be postponed depending on the students' temper: "*sometimes that [dialogue] is not possible because the two parts are ... too infuriated ... so [it is] better to let a moment pass, when everything is calm ... talk again*". Also, T4 considers it important to extend conversations and reflections to families: "*many times we know that families are not committed to the process ... [however] do not treat it [the incident] as an isolated event ... discuss it, debate what the central problem is and include families*". The preceding data indicates that while T6 respects students' reactions, T4 acknowledges the importance of involving families in the process of tackling violence, two approaches that have shown to be effective in interventions to promote safe schools such as CFS (UNICEF, 2009).

Besides, teacher mediation is proposed as a suitable strategy. In line with some of the elements advised for successful mediation and negotiation processes (Caireta, 2013), teachers suggest to act calmly and assist students in solving their conflicts. Additionally, T10 provides a view in accordance with research suggesting that successful programmes to end violence in schools should focus on support rather than repression (Plan, 2008): "*do not confront children, or do not judge them, many teachers fall into that ... I try to talk with the children and give them a lot of affection ... I try to be understanding*".

Furthermore, considering that violence can be underreported because victims may not trust social services or the police (Pinheiro, 2006), it seems important that children develop trust in reliable adults surrounding them. Hence, it is worth noting how T5 tries to build trust with a student by helping him handle a complex situation:

The child who annoys [his classmate] tells me 'I miss my dad and to avoid crying I annoy him' ... because the child's dad is in jail, ... so [I tell him], what we are going to do is that when you are sad you are going to come to me and we will see what we can do so that you do not miss your dad so much.

This finding indicates that when students trust teachers, the latter not only have access to the reasons for children's behaviour, but also are able to support them in managing their emotions so they do not express their frustration through violence.

4.2.3. Inclusion

During the interviews inclusion was addressed by asking teachers about their strategies to foster the learning and participation of students involved in peer-to-peer violence as well as their strategies for avoiding exclusion and discrimination. The themes arising from the data reveal that teachers handle these topics through dialogue, building trust and empathy, working collaboratively with other professionals in the school, paying attention to everyone in the classroom, reassuring students about their capacities, and giving them opportunities to socialise with their classmates.

In line with the principle of co-agency proposed by Hart et al. (2004), T8's highlights the importance of working hand in hand with students and listening to their preferences: "*I think there is a moment in which one can stop and ... talk about things, know what they think, know what they feel*". A similar interaction can be clearly seen in T5's practice: "*my classroom is like a constant dialogue, I mean, they are participating, they are saying what they want*". These findings seem consistent with the idea of promoting learning and participation for everyone by paying attention to students' particular needs and giving them chances to express their opinions (Ainscow et al., 2006; Florian, 2014).

Additionally, teachers seem to use these communication opportunities to reassure students about their capacities. For instance, T5 mentions that she designs activities in which students can participate regardless of their level of achievement: “*all activities are thought [designed] so that everyone participates ... they go through all areas until one fits*”. The previous quote not only reflects the teacher’s intention to enhance participation but also shows her emphasis on teaching ‘everybody’ and not just ‘some’, a feature that characterises inclusive pedagogy (Florian, 2014). Besides, by offering varied opportunities for students to contribute to the lesson, teachers reduce barriers for learning and participation (Booth & Ainscow, 2002).

Moreover, it was possible to observe the compassionate and social features of teachers’ practices. In this regard, T10 shared her experience when trying to be sympathetic with one of her students who had been labelled as confrontational:

They [two colleagues] did not want to understand that the girl needed help ... they said I was defending her too much ... and I said 'I am not defending her, but imagine that you have a hyperactive disorder ... that you have been stigmatised since pre-school ... I am not defending her, I am trying to understand her'.

This example shows the compassion that Ainscow et al. (2006) consider necessary to develop inclusion. However, it also raises awareness about the stigmatisation that some students might be experiencing at school, which goes against the non-discriminatory practices advised in the field of inclusive education (Booth & Ainscow, 2002).

As previously described, working collaboratively within the school may entail some challenges, yet T2 considers interdisciplinary and cooperative work as essential to avoid exclusion and discrimination. Similarly, other teachers mention that specialists can offer valuable support in order to address certain issues. For example, T1 claims that to avoid the exclusion and discrimination of students involved in a sexual assault (fictitious scenario) he would “*share the subject with the counsellor, the deputy head teacher and the psychologist*”. These findings indicate that collaborative work in schools may involve teachers, school

managers and also specialists. Although cooperative work is advised in order to foster inclusion (Florian & Linklater, 2010), teachers should be careful not to rely too much on specialists and disengage from their responsibility to teach for everyone, which is an issue that has been observed in Chilean educators' practices (López et al., 2014).

Furthermore, a number of teachers reported socialising as an important factor in order to improve student interactions. For instance, they recommend creating opportunities outside the lesson for children to share as people not only as students, which according to Caireta (2013) promotes peace education by offering spaces for students to develop a sense of community (Caireta, 2013). Thus, it can be suggested that students are encouraged to care about each other and work cooperatively beyond the boundaries of the classroom. This agrees with the idea of building community so as to create inclusive cultures (Booth & Ainscow, 2002), and may also enhance pro-social peer relationships, which has been suggested as a protective factor for potential victims of peer-to-peer violence (Shlafer et al., 2013).

4.3. Research Question 2: What inclusive values can be observed in teachers' practices when working with students involved in peer-to-peer violence?

The inclusive values proposed by Ainscow et al. (2006) could be found in most of the participants' practices with the exception of sustainability¹⁰. A number of teachers also mentioned that working with values in general was important in developing more inclusive and peaceful school coexistence. This appears to corroborate the view that education could be improved through the implementation of principled approaches such as the one based on inclusive values (Ainscow et al., 2006).

4.3.1. Equity

As described in the methodology section, in this study equity refers to the idea that the differences in students' educational experience and outcomes should not have to be

¹⁰ A summary of the inclusive values and their implications can be found in Appendix 6.

determined by their possessions, origin, abilities, or family context (Levin, 2003). Instead, the inclusive perspective promotes the idea that everyone in the classroom should access the opportunities and support they need in order to learn and achieve; thus teachers' expectations must not be limited by students' ability or background (Hart et al., 2004). Equity appears particularly important for the Chilean context since achieving an equitable quality of education for all students remains a challenge in the country (MINEDUC, 2014).

The value of equity can be observed when teachers support every student in their class. For example, T4 offers opportunities for everyone including victims of peer-to-peer violence: "*not everyone has to participate in the same way, but everyone can participate ... look for the way ... so they can participate anyway, in comfort, from their trench, from their perspective*". This excerpt also reveals the teacher's recognition of diversity, which in Chilean education is considered part of the commitment to equity (Amar, 2007). Although provision is a top priority in order to achieve equity in Chilean education (Amar, 2007), the preceding example indicates that teachers are paying attention to equity in terms of participation as well. This appears a significant finding since it implies that teachers are trying to offer equitable opportunities for learning and participation, which is necessary in order to foster inclusion (Booth & Ainscow, 2002).

4.3.2. Participation

Although according to Ainscow et al. (2006), participation as an inclusive value should comprise the students' say in decision-making processes, the way in which teachers address participation appears more related to the students' involvement in educational activities. Similarly, the parents' chances to participate seem limited to certain workshops and the regular parents' meetings. Nevertheless, there is not enough evidence to confirm that either students' or parents' voices have an influence on the way schools and teachers handle peer-to-peer violence. In contrast with the ideal of participation proposed by Ainscow et al.

(2006), these findings illustrate the simplest way of addressing participation, which only involves “consultation” – listening to children’s opinions without offering actual chances to work cooperatively and put those opinions into practice (Davis, 2007, p. 126).

Additionally, T8 provides a reflection with regards to students’ role in education and how this could be approached differently:

We always focus on the answer instead of the question, why do we not promote the question among them? ... one of my big missions this year is to work on argumentation ... that children learn to defend an idea ... that they are not only receptors but also emissaries.

The preceding example shows how this teacher acknowledges the limited participation that children have in the Chilean education system and how passive they can become, although their participation can potentially contribute to “violence-free schools” (SRSG on Violence against Children, 2012, p. 23). Restrictions in the participation can be also noted in the Chilean law of school violence, which does not consider parents or students for training on prevention initiatives (MINEDUC, 2011a). However, the national policy of school coexistence published in 2015 shows some improvements in this respect and emphasises the active participation of everyone in the school community — including families — in designing norms and procedures to handle school violence (MINEDUC, 2015c). These improvements seem crucial since school governance is a key factor in addressing violence among peers and violent ways of discipline (Plan, 2008). Therefore, the preceding information indicates that the scope of the value of participation is limited in the participants’ schools, which could be improved by providing students and parents with more autonomy in decision-making processes.

4.3.3. Community

Community as described by Ainscow et al. (2006) does not only focus on the work inside the school, but also on the social role of education and the collaborative work that can occur among different schools. Additionally, this value transcends the boundaries of the

educational establishments, since schools are expected to take part in the activities organised by other local communities, such as different ethnic groups, and allowing them to get involved in the activities organised by the school (Booth & Ainscow, 2002).

The value of community could be noticed in a significant number of the strategies such as the idea of working collaboratively along with other professionals in the school, as exemplified in the section describing teachers' practices to promote inclusion. Although all ten teachers shared at least one strategy that might be related to this value, it is worth highlighting that most of them relate to the work within the school rather than among schools or the wider community. Nonetheless, an exemption to this is the experience of T2 who helped organise talks about ethnicity conducted by an academic from a recognised university in the region, yet her school did not provide her with much support: "*we contacted a person from the university who studies topics related to ethnicity so that students have a broader view and do not border on the discrimination against their own classmates*". This initiative highlights one of the aspects of community namely treating each other with respect (Booth & Ainscow, 2002), and also allowed the school to work collaboratively with people from external institutions.

Similarly, T8 decided to arrange an activity with an external organisation after she noted high levels of gender violence not only within her school, but also in the town where the establishment is located. Since her school did not coordinate activities to discuss the issue, T8 personally organised workshops with the Women's Centre in that town to inform students about the subject and also to support a student victim of dating violence. However, this student's family did not show interest in collaborating: "*There was never a psychological treatment ... and the care giver said 'and why do you intrude?'*". T9 has experienced a similar situation when trying to discuss parenting subjects during parent meetings; she claims that parents are "*completely apathetic*" about the subject.

Hence, a sense of community appears present in teachers' practices; nonetheless, educators do not seem to receive enough support from the families or the school. On the one hand, the fact that families resist becoming involved seems concerning since preventing violence must be a collective effort, especially since violence could be occurring in the family context as well (SRSG on Violence against Children, 2012). On the other hand, it can be presumed that schools might be missing an opportunity to promote inclusion by collaborating with the members of the school community. Likewise, research suggests that schools benefit from working with other schools (Ainscow, Dyson, Goldrick & West, 2012). Indeed, teachers from different contexts could share effective strategies to prevent and respond to peer-to-peer violence in an inclusive way.

4.3.4. Compassion

As stated in the methodology section, compassion in this study is understood as comprising affection and values such as equity, empathy and kindness. This value appears extremely relevant for this study since according to UNICEF (2016), it is necessary to teach young people to be compassionate "so they don't become disillusioned or turn to violence at a time when both they and the world seem more susceptible than ever" (p. 87). Compassion can be seen in participants' practices when teachers show empathy and respond kindly to students' needs. T2, for instance, adapted two of the subjects she teaches in order to talk about dating violence which had become an issue among her students at a certain time: "*I had to get involved a bit more and show them what the statistics are, the processes, why this happens ... the laws that protect them ... how to ask for help*". This practice further supports the idea of Hoffman (2000) that empathy is not only about being in someone else's place, but also about considering others' suffering as an injustice and feeling the need to do something to end it. In this case, T2 appears to feel responsible for her students and wants to help them overcome the violence they are facing. Thus, it might be speculated that when being compassionate,

teachers may understand violence as an injustice that needs to be addressed, which can help them commit more easily to tackling the issue in their schools.

Furthermore, according to Caireta (2013), when working to have a peaceful environment at school, it is necessary that students receive affection and feel they are cared for, which are aspects that can be addressed through compassion (Ortega Ruiz & Minguez Vallejos, 1999). This can be observed in T3's practices: "*what works in some cases ... is to approach them through affection, ask them how they are, if there is anything happening to them, listen to them, sometimes that is all they need, to be heard, an affectionate word*".

Moreover, most participants seem to act in line with some of the characteristics of compassion such as showing empathy and responding kindly to diversity (Carson & Johnston, 2000). In accordance with previous research showing that bullying is less likely to occur among students presenting highly sympathetic personalities (Nolasco Hernández, 2012), T6 mentions that developing empathy helps her handle peer-to-peer violence: "*it has worked for me that they [children] notice that empathy, that the other is important as well*". Likewise, T7 motivates her students to be sympathetic towards diversity: "*when they give an opinion they cannot tease because everyone, everyone thinks differently*". Therefore, these strategies denote teachers' commitment to creating safer school environments in which everybody respects and cares for each other.

4.3.5. Respect for Diversity

Closely related to compassion is respect for diversity, which also involves a kind response, principally towards others' interests and particularities since this value involves acceptance of diversity in order to avoid stereotypes and discrimination (Booth & Ainscow, 2002; Norwich, 2014). One of the moments in which respect for diversity becomes evident in teachers' practices is when they assign tasks according to the students' individual needs. This strategy recalls the peace education "approach of shared responsibility", in which teachers

organise tasks so that every student can cooperate, even in the simplest way (Caireta, 2013, p. 48). Also, some teachers show respect for diversity when encouraging students to respect each other's ways of working. This is the case of T5: "*all the time I repeat that they have to respect their classmates' rhythms ... because everyone works at a different speed*". Thus, when students' characteristics are taken into consideration, teachers are celebrating diversity, which makes these practices more inclusive (Booth & Ainscow, 2002).

Avoiding stereotypes is another way to show respect for diversity (Norwich, 2014). In this regard, T6 advises to avoid judging students when responding to a violent incident: "*one has to be subtle to face the situation ... do not fall into ... into prejudice or stigmatisation*". Although this teacher rejects stigmatisation, she also mentions that labelling students as "confrontational" is a common practice among her colleagues. Similarly, T5's experience with one student who usually teases his classmates allows the impression that children might be stereotyped at home as well: "*if you ask him 'why, why do you do that?' he tells me 'because I am like this, because at home I am the same, because my mom says I am like this, naughty'*". Giving children a label or category seems complex since if this led to the stigmatisation of certain groups, students could drop out of school (UNICEF, 2009). In addition, the systems to report and respond to violence might be hindered, mostly because of victims' fear of being stigmatised (Plan, 2008). Also, research in Chile suggests that stigmatisation from teachers may interfere with improvements in students' behaviour, since they keep doing what is expected of them (Muñoz Quezada, Saavedra & Villalta, 2007). Therefore, it can be noticed that some of the practices observed are respectful of the diverse realities of students. However, labelling children based on their conduct was also mentioned as one issue that appears yet to be resolved in schools and at home.

4.3.6. Entitlement

As presented by Ainscow et al. (2006), entitlement involves children's right to access to education and support for attending school. In this study, however, entitlement seems more connected to students' right to receive support in order to fully partake in the educational experiences — probably because access to compulsory education is prevalent in Chile (OECD, 2015). Nonetheless, it could be argued that disciplinary exclusions go against children's entitlement to education and also oppose WHO (2016b), which proposes attendance to school as a measure to tackle VAC. This seems worth noting since some teachers claimed that these measures were commonly taken by Chilean schools to respond to complex incidents of peer-to-peer violence. Indeed, in 2015 there were 490 permanent exclusions reported in Chile, 31% of which were due to school violence and risk behaviours (Superintendencia de Educación, 2016). Nevertheless, with the enactment of the law of inclusion that prohibits exclusionary practices (MINEDUC, 2015b), it can be expected that exclusion will stop being an option when responding to peer-to-peer violence, which highlights the importance of developing new and more inclusive strategies.

Furthermore, official statistics show that in 2011 the prevalence of dropouts in Chile fluctuated from 9.5% (age 16-19) to 16% (age 20-24) (Centro de Estudios MINEDUC, 2013). This information suggests that there is a need to develop strategies to encourage students to stay in school. In this regard, when working in a context in which students were likely to quit school, T10 considered it important to remind students that they had reasons for continuing to study. Therefore, she played motivational videos and discussed subjects such as violence, tolerance, family and affectivity. The following excerpt explains her reasons for doing this: "*I felt that their priorities were very different from the priorities of other children of their age, for them it was more important to have money now ... than studying or having a good future*". The preceding evidence denotes this teacher's respect for students' entitlement to attend

school, although the pupils had different interests. Hence, since peer-to-peer violence is considered to be a motive for dropping out of school (Pinheiro, 2006), embracing the inclusive value of entitlement might be of help in order to develop strategies to motivate students to finish school.

4.3.7. Discretion

Although discretion is not one of the inclusive values proposed by Ainscow et al. (2006), it has been added to the analysis since it could be observed in some of the participants' strategies to handle peer-to-peer violence. The presence of this value may be explained by the fact that VAC is a sensitive topic that is difficult to discuss (WHO, 2006); thus, teachers probably feel they need to be careful when addressing these issues. Being tactful was considered important when preventing and responding to peer-to-peer violence, mostly if students are not emotionally stable. T5 refers to this when describing her way of responding to violent incidents: *"first I calm them down, I mean, there is no point in telling them off in the minute things occurred ... when angry he is not going to pay attention to me"*. This example shows how this teacher seems to put herself in the child's place, which demonstrates the value of compassion, as well as the tact that is required to address classroom discipline according to the *Index for Inclusion* (Booth & Ainscow, 2002).

Similarly, handling issues privately is another of the aspects that teachers seem to keep in mind. In accordance with children's right to privacy (UN, 1989), most teachers mentioned that before having a group conversation, they would talk in private with each student involved in a conflict. Besides, it could be assumed that when being careful in managing the information, teachers might also avoid potential stigma and discrimination against both victims and perpetrators, which agrees with the features characterising inclusive education (Booth & Ainscow, 2002). Nevertheless, privacy must be carefully handled so that it does not

turn into a barrier to detect and address VAC, which is the case of family privacy that can be used to hide child abuse (WHO, 2006).

Additionally, T10 seems to act discreetly when waiting until the lesson is finished in order to discuss events, unless an extreme situation happens:

I have never told them off in public, I mean, there are 45 students in the classroom and I understand that if I focus on, on telling off those two that are doing something inappropriate ... I will involve others who do not have anything to do with the issue ... and I will perhaps turn a minimal problem into something bigger.

The preceding example shows the type of decisions that teachers have to make when facing peer-to-peer violence. This evidence suggests that teachers act tactfully and discreetly in order to protect the children involved in the incidents and also to prevent other students from becoming involved.

Accordingly, the value of discretion evokes the idea of accountability as seen from a human rights perspective, which refers to duty bearers being responsible for their actions, responding to the consequences of those actions and accepting any sanction that those actions could entail (UN, 2013). In this case, teachers are the duty bearers who take responsibility for the events occurring in their classrooms and respond to their students in the way that they feel more suitable. However, Ainscow et al. (2006) show some apprehension in this regard since the requirements surrounding accountability could put schools and staff under a state of pressure that may limit their freedom to develop inclusive practices. Hence, accountability and discretion appear closely related, yet the scope of accountability when developing inclusion seems to require further investigation.

Therefore, discretion was incorporated as a new inclusive value for this context since it seems related to the idea of inclusion proposed in the *Index for Inclusion* (Booth & Ainscow, 2002), and also recalls inclusive values such as compassion and entitlement. Indeed, compassion can be seen when teachers sympathise with what their students are experiencing during a moment of conflict, and make decisions based on what they consider better for

everyone. Similarly, entitlement appears present when teachers recognise privacy as a right children are entitled to and that must be respected. Thus, it could be ventured that inclusive thinking is present in teachers' practices when acting in line with the value of discretion.

4.4. Challenges and Future Steps

There are a number of aspects that the participants of this study mentioned as the most difficult to handle regarding inclusion and peer-to-peer violence. For instance, T2 raises concern about students normalising violence due to family experiences, which makes interventions harder for schools: "*They [victims] think this is normal because they have seen it in their houses or around ... for them it is not strange that someone pushes you ... that someone shakes you, that someone shouts at you*". These findings match previous research indicating that poor family/home environment has an influence on children becoming victims or perpetrators of peer-to-peer violence (Cook et al., 2010; Shlafer et al., 2013). Moreover, T5 noticed that domestic violence was not always reported by schools: "*if I report, the child will go to a children's home and that will be worse maybe ... many times school managers ignore the issues*". This suggests that schools do not trust child protection systems enough, which is a concern since reporting cases to competent authorities is key in tackling VAC (Pinheiro, 2006; Plan, 2008; WHO, 2006). Hence, considering that "a large portion of child maltreatment is never reported to child protection and law enforcement authorities" (WHO, 2006, p. 2), it seems crucial that schools recover the trust in the systems and work together to offer children safe and inclusive schools.

Apart from challenges, teachers also referred to the next steps in fostering safe and inclusive schools. In this regard, more training on how to handle peer-to-peer violence was mentioned as necessary. T7 shared her view in this respect:

It would be also important that the school hired training and gave us the tools, or the steps to take when facing these situations; it is not enough to have the protocol if we do not know how to react.

This opinion agrees with some other information gathered from the interviews indicating that teachers make decisions based on their own judgment. Most participants claimed that they did not receive training regarding inclusion or peer-to-peer violence, neither at the schools they work in nor during their teacher training programmes at university. Chaux (2011) corroborates this information when stating that the amount of training on school violence offered to Chilean teachers is limited, both when they are studying at university and while they are working. Similarly, research suggests that in most Chilean universities less than 10% of the courses offered in teaching programmes address inclusive education (Centro de Estudios de la Federación de Estudiantes de la Universidad Alberto Hurtado & Centro de Estudios de la Federación de Estudiantes de la Universidad de Chile, 2015). The preceding information indicates that Chilean teachers have not been properly trained to face the challenges of the national educational context; an issue affecting even recently graduated teachers such as the ones interviewed for this study.

In addition to more training, hiring professionals such as school psychologists and having more time for non-academic activities were also noted as possible improvements. On the other hand, T4 believes that change must go beyond the education and safety systems: “*we have to start at the root, beginning with public policies, give a better quality of life to the people who have less ... start by what is general and then go towards ... more specific institutions like schools*”. In line, with the literature and research in the areas of inclusion (Ainscow & Sandill, 2010; Ainscow et al., 2012; Slee, 2001) and VAC (UNICEF, 2016; WHO, 2016b), the preceding findings suggest that efforts cannot focus on schools or teachers alone. Instead, there must be collaborative work among the members of the school community and also a commitment to end injustice at both school and society level. For instance, by addressing root causes of violence such as social and cultural norms (WHO,

2006, 2016b), and by committing to the SDGs attacking risk factors namely substance abuse in addition to those regarding education and safety (UN, 2015).

Therefore, the challenges and future steps aforementioned touch on a number of issues encompassing more than just the fields of inclusive education and VAC. Moreover, including the value of sustainability among teachers' practices remains as a next step, at least for the participants of this study. In this regard, CFS provide a good example of how schools can offer a safe and inclusive environment and also promote sustainability through a responsible use of resources and being respectful of the planet UNICEF (2009). Thus, it would be interesting to develop programmes fostering inclusive and safe institutions with a focus on sustainability, which could provide an innovative perspective of how being respectful of the environment may relate to being respectful of peers and the community. Finally, it is worth highlighting that the challenges and future steps mentioned in this section reflect the complexity of this subject. This is why, according to Ainscow et al. (2006), "the development of inclusive practices, which embody a distinctive set of values, cannot be a merely technical exercise" (p. 170). Indeed, working with inclusive values seems to involve collective work transcending the school boundaries and including policies, laws, services and all the agents who have a commitment to quality, safe and inclusive education.

CHAPTER 5: Conclusion

This research project studied the Chilean educational context through the experiences of teachers in two regions in the south of Chile in order to disclose potential strategies to handle peer-to-peer violence in the school setting. Teachers' strategies were analysed so as to determine whether the inclusive values offered by Ainscow et al. (2006) were present in them. This allowed the researcher to strengthen the discussion about the link between inclusive education and VAC, while promoting reflection about the need to develop safer and more inclusive school environments.

The findings of this study reveal that in most cases the response and prevention of peer-to-peer violence relies on teachers' commitment to supporting students rather than institutionalised initiatives to address the issue. Therefore, Chilean teachers have developed their own strategies for preventing and responding to peer-to-peer violence, and also for fostering the inclusion of the students involved in conflicts or experiencing violence. Several strategies are in line with recommendations given by organisations interested in tackling VAC, and also agree with the literature and research offering ideas for enhancing inclusive education. Moreover, teachers' practices relate to most of the inclusive values proposed by Ainscow et al. (2006), which suggests a potential commitment to inclusive education. In addition to the said values, it was possible to observe the value of discretion, which according to its characteristics could be incorporated as a new inclusive value relevant for this particular context. Thus, in accordance with one of its specific objectives, this study contributes to the expansion and adaptation of theoretical constructs. It adds discretion to the list of inclusive values that seem concerned with the inclusion of students involved in peer-to-peer violence.

It is important to notice, however, that this research was restricted by the sample size and the methods chosen. The small number of participants limited the amount of patterns that could be identified in the data. Similarly, when interviewing teachers only, the researcher had

access to a single perspective of the issue; thus, it was not possible to contrast the data using the opinions of other school members so as to reduce potential response bias. Besides, having interviews as the only data collection method did not allow methodological triangulation, which could have improved the reliability of the study (Gray, 2014). Hence, due to the sample size and methods used in addition to the interpretivist nature of this study, the findings presented should be carefully handled in the attempt to establish generalisations about teachers' practices. Nevertheless, the themes that arose from the data could be further explored in order to analyse whether they can be generalised to other educational contexts.

On the other hand, although having a small sample can be restrictive, the inclusion criteria allow the opportunity to draw conclusions based on the participants' particularities. For instance, it could be seen that teachers working in the X and XIV regions in the south of Chile perceive peer-to-peer violence as an issue that is prevalent not only in their schools, but also in the rest of the country. Also, even though most of the participants of this study graduated less than five years ago — when inclusion and peer-to-peer violence had already started to be discussed in Chile — teachers agree on the fact that training for these subjects was limited during their teacher education programmes. Thus, it could be worth comparing these perceptions to those of teachers from different regions and/or graduating in forthcoming years.

Additionally, further work could assess the effects of inclusive practices on the academic attainment of students involved in peer-to-peer violence since achievement is also an area that inclusive education is concerned with (Booth & Ainscow, 2002). Likewise, it would be useful to compare the views of teachers with more years of working experience as well as the perceptions of other school members such as students, parents and managers. Also, other data collection methods such as observation and journals could be used to develop research projects encompassing further factors influencing the inclusion of students involved

in peer-to-peer violence. Finally, it would be interesting to develop larger-scale projects in which different schools collaborated and shared their experiences of what works for them when handling violence among peers. This appears especially relevant now that Chile has a law of inclusion that prohibits exclusions as disciplinary measures. Thus, it is expected that new strategies will have to be developed so as to address violence in schools.

Consequently, given the wide array of aspects involved in the way schools and teachers address peer-to-peer violence and inclusion, this research suggests that articulating measures based on inclusive values allows the flexibility necessary to handle sensitive issues such as VAC. This is to say, inclusive values can adapt to different strategies and can help create an inclusive culture rather than one-size-fits-all measures that may not respect the diversity found in a classroom. In addition, this research implies that policy needs to strengthen the links among schools and among the different social services in order to create solid child protection systems that schools and families can trust. Similarly, schools may need to create policies and programmes that address inclusion and peer-to-peer violence in an institutionalised way, so that these initiatives are sustainable and do not depend on teachers' practices only. Therefore, although small, this study is an introduction to a context that has not been widely investigated in Chile. As previously discussed, the connection between the areas of inclusive education and peer-to-peer violence seems weak, yet this research presented some debates that can help portray the Chilean reality as well as inspire future work in order to keep moving towards safer and more inclusive school settings in Chile and internationally.

References

- Agencia de Calidad de la Educacion. (2013). *Resultados nacionales agresión, prevención y acoso escolar SIMCE 2012: 4.º básico y II medio* [National results aggression, prevention and school harassment SIMCE 2012: 4th year of primary school and 2nd year of secondary school]. Retrieved from <https://s3.amazonaws.com/>
- Agencia de Calidad de la Educación. (2015). *Los indicadores de desarrollo personal y social en los establecimientos educacionales chilenos: Una primera mirada* [Indicators of personal and social development in Chilean educational establishments: A first glance]. División de Estudios.
- Agnich, L. E., & Miyazaki, Y. (2013). A Cross-national analysis of principals' reports of school violence. *International Criminal Justice Review*, 23(4), 378-400.
doi:10.1177/1057567713515273
- Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International Journal of Inclusive Education*, 14(4), 401-416. doi:10.1080/13603110802504903
- Ainscow, M., Booth, T., & Dyson A. (2006). *Improving schools, developing inclusion*. London: Routledge.
- Ainscow, M., Dyson, A., Goldrick, S., & West, W. (2012). Making schools effective for all: Rethinking the task. *School Leadership & Management*, 32(3), 197-213. doi: 10.1080/13632434.2012.669648
- Alder, P. A., & Alder, P. (2012). Limitations to sample pools. In S. Baker & R. Edwards (Eds.), *How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research* (pp. 8-11). National Centre for Research Methods Review Paper.

Allan, J., Brown, S., & Riddell, S. (1998). Permission to speak? Theorising special education inside the classroom. In C. Clark, A. Dyson & A. Millward (Eds.), *Theorising special education* (pp. 21-31). London: Routledge.

Amadio, M. (2009). *La educación inclusiva en América Latina y el Caribe: Un análisis exploratorio de los Informes Nacionales presentados a la Conferencia Internacional de Educación de 2008* [Inclusive education in Latin America and the Caribbean: An exploratory analysis of the National Reports presented to the International Conference of Education 2008]. Santiago: UNESCO-OIE.

Amar, M. (2007). *Equidad, calidad y derecho a la educación en Chile: Hacia un nuevo rol del Estado* [Equity, quality and right to education in Chile: Towards a new role of the State]. Santiago: Biblioteca del Congreso Nacional de Chile.

Booth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools* (Revised ed.). Bristol: Centre for Studies on Inclusive Education.

Booth, T., & Ainscow, M. (Eds.). (1998). *From them to us: An international study of inclusion in education*. London: Routledge.

British Educational Research Association. (2011). *Ethical guidelines for educational research*. British Educational Research Association.

British Psychological Society. (2013). *Ethics guidelines for Internet-mediated research*. INF206/1.2013.

Caireta, M. (2013). *Peace and coexistence education in school settings: A teacher training perspective*. Evens Foundation.

Card, N.A., & Hodges, E.V.E. (2008). Peer victimization among schoolchildren: Correlation, causes, consequences, and consideration in assessment and intervention. *School Psychology Quarterly*, 23(4), 451-461. doi: 10.1037/a0012769

Carson, T., & Johnston, I. (2000). The difficulty with difference in teacher education: Toward a pedagogy of compassion. *Alberta Journal of Educational Research*, 46(1), 75-83.

Centro de Estudios de la Federación de Estudiantes de la Universidad Alberto Hurtado & Centro de Estudios de la Federación de Estudiantes de la Universidad de Chile. (2015). *Minuta de investigación: Avanzando hacia una nueva carrera docente* [Research draft: Moving towards a new way of teacher education]. Centro de Estudios Fech & Centro de Estudios Federación de Estudiantes UAH.

Centro de Estudios MINEDUC. (2013). *Serie evidencias: Medición de la deserción escolar en Chile*. Año 2, Nº15 [Evidences series: Measurement of school dropouts in Chile. Year 2, Nº15]. Ministerio de Educación.

Centro de Estudios MINEDUC. (2015). *Resumen estadístico de la educación 2015* [Statistic summary of education 2015]. Ministerio de Educación.

Chaux, E. (2011). Múltiples perspectivas sobre un problema complejo: Comentarios sobre cinco investigaciones en violencia escolar [Multiple perspectives on a complex problem: Comments on five studies on school violence]. *PSYKHE*, 20 (2), 79-86.

Chester, K. L., Callaghan, M., Cosma, A., Donnelly, P., Craig, W., Walsh, S., & Molcho, M. (2015). Cross-national time trends in bullying victimization in 33 countries among children aged 11, 13 and 15 from 2002 to 2010. *European Journal of Public Health*, 25(2), 61–64. doi:10.1093/eurpub/ckv029

Child Protection Monitoring and Evaluation Reference Group. (2012). *Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature*. New York: UNICEF.

Closs, A. (2003). An outsider's perspective on the reality of educational inclusion within former Yugoslavia. In J. Allan (Ed.), *Inclusive education: Cross cultural perspectives*

vol 2 - Inclusion, participation and democracy: What is the purpose? (pp.139 -162).

Dordrecht: Kluwer Academic Publishers.

Clough, P., & Corbett, J. (2000). *Theories of inclusive education a students' guide*. London:

Paul Chapman.

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education* (7th ed.).

London: Routledge.

Contador, M. (2001). Percepción de violencia escolar en estudiantes de enseñanza media

[Perception of school violence in secondary schools]. *PSYKHE*, 10(1), 69-80.

Cook, C.R., Williams, K.R., Guerra, N.G., Kim, T.E., & Sadek, S. (2010). Predictors of

bullying and victimization in childhood and adolescence: A meta-analytic

investigation. *School Psychology Quarterly*, 25, 65-83. doi: 10.1037/a0020149

Craig, W., Harel-Fisch, Y., Fogel-Grinvald, H., Dostaler, S., Hetland, J., Simons-Morton, B., .

. . the HBSC Bullying Writing Group. (2009). A cross-national profile of bullying and

victimization among adolescents in 40 countries. *International Journal of Public*

Health, 54(2), 216–224. doi:<http://dx.doi.org/10.1007/s00038-009-5413-9>

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods*

approaches (4th ed.). London: Sage.

D'Alessio, S., Donnelly, V., & Watkins, A. (2010). Inclusive education across Europe: The

move in thinking from integration for inclusion. *Revista de Psicología y Educación*,

5(1), 109-126.

Davis, J. (2007). Analysing participation and social exclusion with children and young

people. Lessons from practice. *The International Journal of Children's Rights*, 15(1),

121-146. doi:10.1163/092755607X181702

- Díaz, T., & Druker, S. (2007). La democratizacion del espacio escolar: Una construcción en y para la diversidad [The democratisation of the school environment: a construction in and for the diversity]. *Estudios Pedagógicos*, 33(1), 63-77.
- European Agency for Development in Special Needs Education. (2010). *Conclusions of the conference 'Inclusive Education: A way to promote social cohesion'*, 11-12 March 2010, Madrid. European Agency for Development in Special Needs Education.
- Evans, J., & Lunt, I. (2002). Inclusive education: Are there limits? *European Journal of Special Needs Education*, 17(1), 1-14. doi:10.1080/08856250110098980
- Fendler, L., & Muzaffar, I. (2008). The history of the bell curve: Sorting and the idea of normal. *Educational Theory*, 58(1), 63-82. doi:10.1111/j.1741- 5446.2007.0276.x
- Finkelhor, D. (2008). *Childhood victimization: Violence, crime, and abuse in the lives of young people*. New York: Oxford University Press.
- Finkelhor, D., Turner, H. A., & Hamby, S. (2012). Let's prevent peer victimization, not just bullying. *Child Abuse & Neglect*, 36(4), 271-274. doi:10.1016/j.chab.2011.12.001
- Florian, L. (2014). Reimagining special education: Why new approaches are needed. In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.) (pp. 9-23). London: Sage Publications.
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: Using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369-386. doi: 10.1080/0305764X.2010.526588
- Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), 119-135. doi:10.1080/08856257.2013.778111
- García-Huidobro, J. E. (2007). Desigualdad educativa y segmentación del sistema escolar: Consideraciones a partir del caso Chileno [Educational inequality and school system

segmentation: Reflections upon the Chilean case]. *Revista Pensamiento Educativo*, 40(1), 65-85.

García, M., & Madriaza, P. (2006). Estudio cualitativo de los determinantes de la violencia escolar en Chile [Qualitative study of the determining factors of change in school violence in Chile]. *Estudios de Psicología*, 11(3), 247-256.

Godoy M. P., Meza, M. L., & Salazar, A. (2004). *Antecedentes históricos, presente y futuro de la educación especial en Chile* [Historical records, present and future of special education in Chile]. Ministerio de Educación, División de Educación General.

González, C. (2010). Percepciones sobre violencia en el ámbito escolar y gestión directiva: Una aproximación a partir de la fase cuantitativa de un estudio en la región de Valparaíso [Perceptions of violence in schools and directive management: An approach from the quantitative phase of a study in the region of Valparaíso]. *Psicoperspectivas. Individuo y Sociedad*, 9(2), 105-135. doi: 10.5027/psicoperspectivas-Vol9-Issue2-fulltext-122

Gray, D. E. (2014). *Doing research in the real world* (3rd ed). London: Sage.

Hart, S., Dixon, A., Drummond, M.J., & McIntyre, D. (2004). *Learning without limits*. Maidenhead: Open University Press.

Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. Cambridge University Press.

Infante, M. (2010). Desafíos a la formación docente: Inclusión educativa [Challenges to teacher education: Educational inclusion]. *Estudios Pedagógicos* 36(1), 287-297.

Kann, L., Kinchen, S., Shanklin, S. L., Flint, K. H., Hawkins, J., Harris, W. A., ... Zaza. S. (2014). Youth risk behavior surveillance — United States, 2013. *Morbidity and Mortality Weekly Report, Surveillance Summaries*, 63(4), 1–168. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

- Khoury-Kassabri, M., Astor, R. A., & Benbenishty, R. (2009). Middle Eastern adolescents' perpetration of school violence against peers and teachers. *Journal of Interpersonal Violence*, 24(1), 159–182. doi:10.1177/0886260508315777
- Killen, M., Rutland, A., & Jampol, N. S. (2009). Social exclusion in childhood and adolescence. In K. H. Rubin, W. M. Bukowski & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 249-266). London: Guilford.
- Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (Eds.). (2002). *World report on violence and health*. Geneva: World Health Organization.
- Levin, B. (2003). *Approaches to equity in policy for lifelong learning*. OECD.
- Liu, C., & Su, X. (2014). Sui Ban Jiu Du: An approach toward inclusive education in China. In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.) (pp. 187-203). London: Sage Publications.
- López, V., Carrasco, C., Morales, M., Ayala, A., López, J., & Karmy, M. (2011). Individualizando la violencia escolar: Análisis de prácticas discursivas en una escuela municipal de la región de Valparaíso [Individualizing school violence: Analysis of discursive practices in a public school in the region of Valparaíso]. *PSYKHE*, 20(2), 7-23.
- López, V., Julio, C., Pérez, M. V., Morales, M., & Rojas, C. (2014). Barreras culturales para la inclusión: Políticas y prácticas de integración en Chile. *Revista de Educación*, 363, 256-281. doi: 10-4438/1988-592X-RE-2012-363-180
- López, V., Morales, M., & Ayala, A. (2009). Maltrato entre pares: Conductas de intimidación y victimización en escolares chilenos [Maltreatment among peers: Intimidation and victimisation conducts in Chilean students]. *Revista de Psicología*, 27(2), 243-286.
- Madriaza, P. (2008). Violencia escolar en Chile. In C. Guajardo Garcia (Ed.), *Seguridad y prevención: La situación de Argentina, Chile y Uruguay durante 2007* [Safety and prevention: The situation in Argentina, Chile and Uruguay during 2007] [Safety and prevention: The situation in Argentina, Chile and Uruguay during 2007]

prevention: The situation of Argentina, Chile and Uruguay during 2007] (pp. 114-139). Santiago: Valente.

Martin, M. O., Mullis, I. V. S., Foy, P., & Stanco, G. M. (2012). *TIMSS 2011 international results in science*. TIMSS & PIRLS International Study Center, International Association for the Evaluation of Educational Achievement (IEA).

Miller, J.L., Vaillancourt, T., & Boyle, M.H. (2009). Examining the heterotypic continuity of aggression using teacher reports: Results from a national Canadian study. *Social Development*, 18(1), 164-180.

Ministerio de Educación Pública. (1990). *Ley 18.962. Ley Orgánica Constitucional de Enseñanza* [Law 18.962 Organic Constitutional Law of Education]. Retrieved from <http://www.leychile.cl/Navegar?idNorma=30330>

Ministerio de Educación. (2009). *Ley 20.370. Ley General de Educación* [Law 20, 370. General Law of Education]. Retrieved from <http://www.leychile.cl/Navegar?idNorma=1006043>

Ministerio de Educación. (2010). *Decreto 170*. Retrieved from <http://www.leychile.cl/Navegar?idNorma=1012570>

Ministerio de Educación. (2011a). *Ley 20.536, sobre violencia escolar* [Law 20, 536, about school violence]. Retrieved from <https://www.leychile.cl/Navegar?idNorma=1030087&idParte=0>

Ministerio de Educación. (2011b). *Prevención del bullying en la comunidad educativa* (2a ed.) [Bullying prevention in the school community (2nd ed.)]. Santiago: División de Educación General, Unidad de Transversalidad Educativa.

Ministerio de Educación. (2012). *Escuela segura* [Safe school]. Santiago: Gobierno de Chile.

Ministerio de Educación. (2014). *Informe nacional educación para todos Chile* [National report education for all Chile]. Santiago: Gobierno de Chile.

Ministerio de Educación. (2015a). *Decreto 83*. Retrieved from

<http://www.leychile.cl/Navegar?idNorma=1074511>

Ministerio de Educación. (2015b). *Ley 20.845*. Retrieved from

<https://www.leychile.cl/Navegar?idNorma=1078172>

Ministerio de Educación. (2015c). *Política nacional de convivencia escolar 2015/2018*

[National policy of school coexistence 2015/2018]. Santiago: División de Educación General Equipo de Unidad de Transversalidad Educativa.

Ministerio de Educación. (2015d). *Reforma educacional y educación especial* [Educational reform and special education]. Ministerio de Educación, División de Educación General.

Moon, S., Karlson, A., & Kim, Y. (2015). Peer victimization and adolescent suicide: The mediating effect of risk behaviors. *Child and Adolescent Social Work Journal*, 32(3), 257-268. doi:10.1007/s10560-014-0365-1

Muñoz Quezada, M. T., Saavedra, E., & Villalta, M. (2007). Percepciones y significados sobre la convivencia y violencia escolar de estudiantes de cuarto medio de un liceo municipal de Chile [Perceptions and meanings given to co-existence and violence in schools by fourth year Chilean high school students]. *Revista de Pedagogía*, 28(82), 197-224.

Muñoz, P., & Redondo, A. (2013). Desigualdad y logro académico en Chile [Inequality and academic attainment in Chile]. *Revista CEPAL*, 109, 107-123.

Nolasco Hernández, A. (2012). La empatía y su relación con el acoso escolar [Empathy and its relationship with bullying]. *REXE. Revista de Estudios y Experiencias en Educación*, 11(22), 35-54.

Norwich, B. (2014). Categories of special educational needs. In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.) (pp. 55-73). London: Sage Publications.

Norwich, B. (2014). Categories of special educational needs. In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.) (pp. 55-73). London: Sage Publications.

O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. London: SAGE.

Office of the Special Representative of the Secretary General on Violence against Children. (2012). *Tackling violence in schools: A global perspective, bridging the gap between standards and practice*. SRSG on Violence against Children.

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford: Blackwell.

Organisation for Economic Co-operation and Development. (2013). *PISA 2012 Results: Excellence through Equity (Volume II). Preliminary version - Giving every Student the Chance to Succeed*. OECD.

Organisation for Economic Co-operation and Development. (2015). *Chile: Policy priorities for stronger and more equitable growth* (Better politics series). OECD.

Organisation for Economic Co-operation and Development. (2016). *PISA. Low-performing students: Why they fall behind and how to help them succeed. Main results*. OECD.

Ortega Ruiz, P., & Minguez Vallejos, R. (1999) The role of compassion in moral education. *Journal of Moral Education*, 28(1), 5-17. doi: 10.1080/030572499103278

Padrós, M. (2014). A Transformative Approach to Prevent Peer Violence in Schools. *Qualitative Inquiry*, 20(7), 916-922. doi:10.1177/1077800414537217

Pantic, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3), 333-351. doi: 10.3402/edui.v6.27311

Pinheiro, S. (2006). *World report on violence against children*. United Nations Secretary General's Study.

Plan. (2008). *Learn without fear: The global campaign to end violence in schools*. Woking:

Plan.

Powell, J. J. W. (2014). Comparative and international perspectives on special education. In

L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.) (pp. 335-351).

London: Sage Publications.

Riddell, S. (2012). *Policies and practices in education, training and employment for disabled*

people in the EU. European Union: NESSE.

Robson, C. (2011). *Real world research a resource for users of social research methods in*

applied settings (3rd ed.). Chichester: Wiley.

Román, M., & Murillo F. J. (2011). América Latina: Violencia entre estudiantes y desempeño

escolar [Latin America: Violence among students and school performance]. *Revista*

Cepal, 104, 37-54.

Shakespeare, T. (2006). *Disability rights and wrongs*. London: Routledge.

Shlafer, R. J., McMorris, B. J., Sieving, R. E., & Gower, A. L. (2013). The impact of family

and peer protective factors on girls' violence perpetration and victimization. *The*

Journal of Adolescent Health: Official publication of the Society for Adolescent

Medicine, 52(3), 365. doi:10.1016/j.jadohealth.2012.07.015

Slee, R. (2001). Inclusion in practice: Does practice make perfect?, *Educational Review*,

53(2), 113-123.

Smith, D. D., & Tyler, N. C. (2011). Effective inclusive education: Equipping education

professionals with necessary skills and knowledge. *Prospects: Quarterly Review of*

Comparative Education, 41(3), 323-339. doi:10.1007/s11125-011-9207-5

Spencer, L., Ritchie, J., O'Connor, W., Morrell, G., & Ormston, R. (2014). Analysis in

practice. In J. Ritchie, J. Lewis, C.M. Nicholls & R. Ormston (Eds.), *Qualitative*

research practice: A guide for social science students and researchers (pp. 295-420).

London: Sage.

Superintendencia de Educación. (2016). *La inclusión me incluye: Hacia una disciplina formativa en la escuela* [Inclusion includes me: Towards a formative discipline at school]. Retrieved from

http://www.supereduc.cl/images/PPT_SUPERINTENDENCIA_DE_EDUCACIÓN-SEMINARIO_LA_INCLUSIÓN_ME_INCLUYE_2016.pdf

Swann, M., Peacock, A., Hart, S., & Drummond, M. J. (2012). *Creating learning without limits*: Maidenhead, Berkshire, England : McGraw-Hill/Open University Press.

Thomas, G. (2013). *How to do your research project*, 2nd ed. London: Sage.

UNESCO Institute for Statistics. (2016). *Country profiles: Chile*. Retrieved from
<http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=CHL®ioncode=40520>

United Nations Children's Fund. (2009). *Manual: Child friendly schools*. New York:
UNICEF.

United Nations Children's Fund. (2014). *Hidden in plain sight: A statistical analysis of violence against children*. New York: UNICEF.

United Nations Children's Fund. (2016). *The state of the world's children 2016: A fair chance for every child*. New York: UNICEF.

United Nations Educational, Scientific and Cultural Organisation. (1994). *The Salamanca statement and framework on special needs education*. UNESCO.

United Nations. (1989). *United Nations Convention on the Rights of the Child* [UNCRC]. Geneva: United Nations.

United Nations. (2013). *Who will be accountable? Human rights and the post 2015 development agenda*. New York: UN.

- United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*, A/RES/70/1. United Nations.
- Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*, 18(1), 17–35.
- Waitoller, F. R., & Thorius, K. K. (2015). Playing hopscotch in inclusive education reform: Examining promises and limitations of policy and practice in the US. *Support for Learning*, 30(1), 23-41.
- Warnock, H. M. (1978). *The Warnock report. Special educational needs. Report of the committee of enquiry into the education of handicapped children and young people*. London, UK: HMSO.
- Wiles, R., Crow, G., Heath, S., & Charles, V. (2008) The management of confidentiality and anonymity in social research. *International Journal of Social Research Methodology*, 11(5), 417-428. doi: 10.1080/13645570701622231
- Winter, G. (2000). A comparative discussion of the notion of 'validity' in qualitative and quantitative research. *The Qualitative Report* [On-line serial], 4(3/4). Retreived from <http://www.nova.edu/ssss/QR/QR4-3/winter.html>
- World Health Organization. (2006). *Preventing child maltreatment: A guide to taking action and generating evidence*. Geneva: WHO/ISPCAN.
- World Health Organization. (2009). *Violence prevention: The evidence*. Geneva: WHO.
- World Health Organization. (2016a). *Global school-based student health survey (GSHS) implementation*. Retrieved from <http://www.who.int/chp/gshs/country/en/>
- World Health Organization. (2016b). *Inspire: Seven strategies for ending violence against children*. Geneva: WHO.

Yurtal, F., & Artut, K. (2010). An investigation of school violence through Turkish children's drawings. *Journal of Interpersonal Violence*, 25(1), 50–62. doi: 10.1177/0886260508329130

Appendix 1

Information letter and consent form, English version

Information Letter

Dear teacher,

My name is **Yesenia Soto Torres** and I am a postgraduate student at the **University of Edinburgh**. This academic year (2015-2016) I am doing a Master's in Inclusive and Special Education. My academic interests include inclusive pedagogy, teachers' inclusive practices, violence against children and violence in schools. This semester I am required to undertake a research project for my Master's dissertation and I would like you to partake in it. The title of my study is "**Peer-to-peer violence in Chilean schools: Teachers' strategies to achieve inclusion¹¹**" and its purpose is to describe teachers' practices in relation to the inclusion of students involved in peer-to-peer violence in Chilean schools. I am interested in listening to your experiences regarding peer-to-peer violence in the school(s) you work or have worked in. I would like to know about the resources and/or strategies you (would) use to avoid the exclusion and discrimination of students involved in peer-to-peer violence. Besides, I would like to hear about the approaches you (would) use to support those students' learning and participation. Once you have shared with me the aforementioned information, I will use the literature in the fields of inclusive education and violence against children to analyse your answers, describe your approaches to inclusive education, and hopefully provide recommendations that could help you in the future. Please notice that this study does not intend to criticise your practices or judge your work. On the contrary, this research has been designed to portray the Chilean context in relation to peer-to-peer violence through the lens of inclusive education, while providing teachers with an opportunity to reflect on their practices and benefit from their colleagues' experiences and strategies.

I intend to have a conversation with you for **approximately 45 to 60 minutes** about the topics I previously described. This conversation will be held via Skype in May, on the date and time that better fits your schedule. With your permission, I will record only the audio of our conversation to be able to accurately transcribe your opinions and experiences. The recording and transcription will be kept securely in a code-protected computer for 3 years, time that will allow me to complete this study and, if you authorise it, work on further publications. After that period of time, all files will be destroyed. The interview we will share

¹¹ This working title was modified later in the study.

will be in Spanish, however, the report will be written in English, which means that I will translate any information to be included.

Anonymity and confidentiality:

All reference to your identity and personal details will be kept secret and a pseudonym will be used when referring to your participation. All information resulting from the interview will be confidential as long as it does not involve a child or children being at current risk of significant harm. In this instance, I will have to discuss with you a possible way to address the issue and/or contact the appropriate person or agency.

Benefits:

Within the three months following the end of this study (September-December 2016), you will receive a summary of the findings and any recommendations that may result from the research. This will hopefully help you analyse your own and colleagues' practices, and perhaps implement new strategies to promote an inclusive environment in your school. Additionally, any publication that might arise from this research will possibly benefit not only you, but also other teachers and educational establishments.

Your rights:

Your participation in this study is completely voluntary and you have the right to withdraw at any time, in which case any information collected up to that point will be immediately destroyed. Likewise, any detail about your participation will remain anonymous and will not be used. If you would like to see the transcriptions or translations of the interview, you can ask for them by sending me a message to the e-mail address I provide below.

If you would like to take part in this research, I would really appreciate you complete the consent form on the next page. Please read the "**Consent Form**" carefully and send it back to my e-mail address s1538139@ed.ac.uk

Thank you for taking the time to read this letter. If you have further questions or concerns do not hesitate to contact me.

Kind regards,

Yesenia Soto Torres

Consent Form

I AGREE WITH THE FOLLOWING STATEMENTS:

- I know that it is up to me whether or not I would like to take part.
- I have read and understood the Information Letter and have been given a chance to ask questions via e-mail.
- I can withdraw from this research at any time without giving any reasons.
- I am not being rewarded financially or otherwise for this participation in research.
- I understand that Yesenia Soto Torres will record only the audio of the interview unless I object.
- I understand that direct quotes might be used from the conversation in reports or publications but my name will not be used in these.
- I understand that if any information I disclose involves a child or children being at current risk of significant harm, Yesenia Soto Torres might break her promise of confidentiality.
- I understand that the interview will be partially or completely translated into English by Yesenia Soto Torres.
- I will be contacted through Skype only on the date and time agreed.

I consent to be interviewed (Please write YES)

Please write your name and provide your Skype user name or linked e-mail address:

I _____ agree to participate in this research and be interviewed.

Skype user name _____ Date _____

Please remember that the interview will be held through Skype, therefore you must provide your Skype user name or the e-mail address linked to your Skype account.

Please provide a tentative date in May to be interviewed. You will not be contacted on that date without prior confirmation. **Tentative date:** _____

Investigator name: Yesenia Soto Torres

Date: April 2016

Appendix 2

Interview Schedule, English version

Introduction/Preamble

*Thank you for agreeing to take part in this interview. Just as a reminder, this interview is part of the research project for my Master's dissertation which is titled "**“Peer-to-peer violence in Chilean schools: Teachers’ strategies to achieve inclusion”¹²**". Its purpose is to describe teachers' practices in relation to the inclusion of students involved in peer-to-peer violence in Chilean schools. There are no right or wrong answers for the questions you will be asked. I am only interested in listening to the experiences you have had regarding peer-to-peer violence in the school(s) you work or have worked in.*

Information about the interview:

- *The information you share will be **confidential** – your personal details and any school names or locations you mention as well as any potentially identifiable information will be kept anonymous.*
- *Since you will be sharing your **past** experiences in school settings around peer-to-peer violence, there are some restrictions regarding my promise of confidentiality. As stated in the information letter you received, if a child or young person is **currently** at risk of **significant harm** and the appropriate people are not yet aware of it, I will work with you to make sure that child or young person is safe.*
- *The interview will take around **45 minutes to an hour** but could be a bit more or less, depending on what you have to say.*
- *I would like to **record** the audio the interview – are you happy with this? If not, I will take notes instead.*
- *Feel free to stop the interview at any time and to refuse to answer any question(s) you do not feel comfortable answering.*

Are you happy to proceed?

[Start recording]

I. Teaching Experience

1. How long have you been teaching for?
2. Can you describe the school you work in?
 - Amount of classes they work with
 - Amount of students per class

¹² This working title was modified later in the study.

- Region
 - Primary/Secondary
3. How long have you worked there for?

II. Perception of inclusion and peer-to-peer violence

4. In your opinion, what are the characteristics of inclusive practices?
5. Would you consider your workplace to be inclusive? What do you think makes it inclusive or non-inclusive?
6. How do understand peer-to-peer violence?
 - If only bullying is mentioned ask about other types of violence.
7. Do you think peer-to-peer violence is a common issue in Chilean schools? If yes, why do you think that happens?

III. Past experiences with peer-to-peer violence

8. Have you experienced any violent situation among students in the school you work or have worked in? If yes, please name the type of situations you have experienced. What are the most common forms of peer-to-peer violence you have observed?
9. Could you share one of those experiences with me?
 - If the events occurred in a different school than the one previously described — Can you tell me some details about that school?
 - What is the protocol to react to a situation like this in your school?
 - Did you intervene? If yes, what did you do? If not, did anyone else intervene? Who? What did they do?
 - Was the issue resolved? How?
 - Did you take any measures to support the students involved in the incident? Did the perpetrator and victim receive support?
 - How was this issue addressed with student's families?
 - Regarding this specific event, what were the most difficult aspects you had to deal with?
 - Were you happy with the way the issue was addressed? Why? Why not? What would you do differently?
 - Do you think students were happy with the way the issue was addressed? Why? Why not? What was their role in solving the issue?
 - What pedagogical measures did/could you take to prevent this incident to happen again?

- Do you think this event had any negative consequences for the learning and participation of the students involved? And for the rest of the students? If yes, how did you address those consequences?
- Do you receive training to help you manage situations like this? If yes, how does that work? If not, who do you contact for support?

IV. Hypothetical violent situations – situations 10 and 11 will be only asked if the participants do not have any personal experience.

10. Three of your students get into a fight, nobody is seriously injured, but you can notice they are emotionally affected. You had not noticed any rivalry among the students; they had never been involved in a situation like this before, thus this event takes you by surprise.
 - How would you address the issue with the students involved in the fight?
 - How would you address the issue with the rest of the class?
 - What pedagogical measures could you take to prevent this incident to happen again?
 - What would you do to avoid the exclusion and discrimination of the students involved in the fight?
 - What would you do to support the learning and participation of the students involved in the fight?
 - What would be the protocol to react to a situation like this in your school?
11. You suspect one of your students is being sexually harassed by a classmate who you have already identified. You assume nobody in the school knows about this since you have not been informed about any abnormal situation in relation to those students. However, the potential victim has become less participative and his/her academic performance has decreased. You have also noticed he/she is not as close to his/her group of friends as before.
 - How would you address the issue with the potential victim?
 - How would you address the issue with the potential perpetrator?
 - How would you address the issue with the rest of the class?
 - Assuming your assumptions were correct, what pedagogical measures could you take to prevent this situation to happen again?
 - What would you do to avoid the exclusion and discrimination of the students involved in this situation?

- What would you do to support the learning and participation of the students involved in this situation?
- What would be the protocol to react to a situation like this in your school?

V. Personal strategies

12. What pedagogical measures do you consider appropriate to prevent peer-to-peer violence?
13. What pedagogical measures do you consider appropriate to respond to peer-to-peer violence?
14. What activities and/or pedagogical measures do you think you could implement to avoid the exclusion and discrimination of students involved in peer-to-peer violence? (perpetrators and victims)
 - How would you work on this with the whole class?
15. What activities and/or pedagogical measures do you think you could implement to support the learning and participation of students involved in peer-to-peer violence?

VI. Improving the system

16. What do you think the next steps could be in order to improve the system your school has to protect and include students involved in peer-to-peer violence?
 - Who are the main actors in this process?

Closure

That is the end of all the questions I have, are there any issues you feel are important that have not been covered?

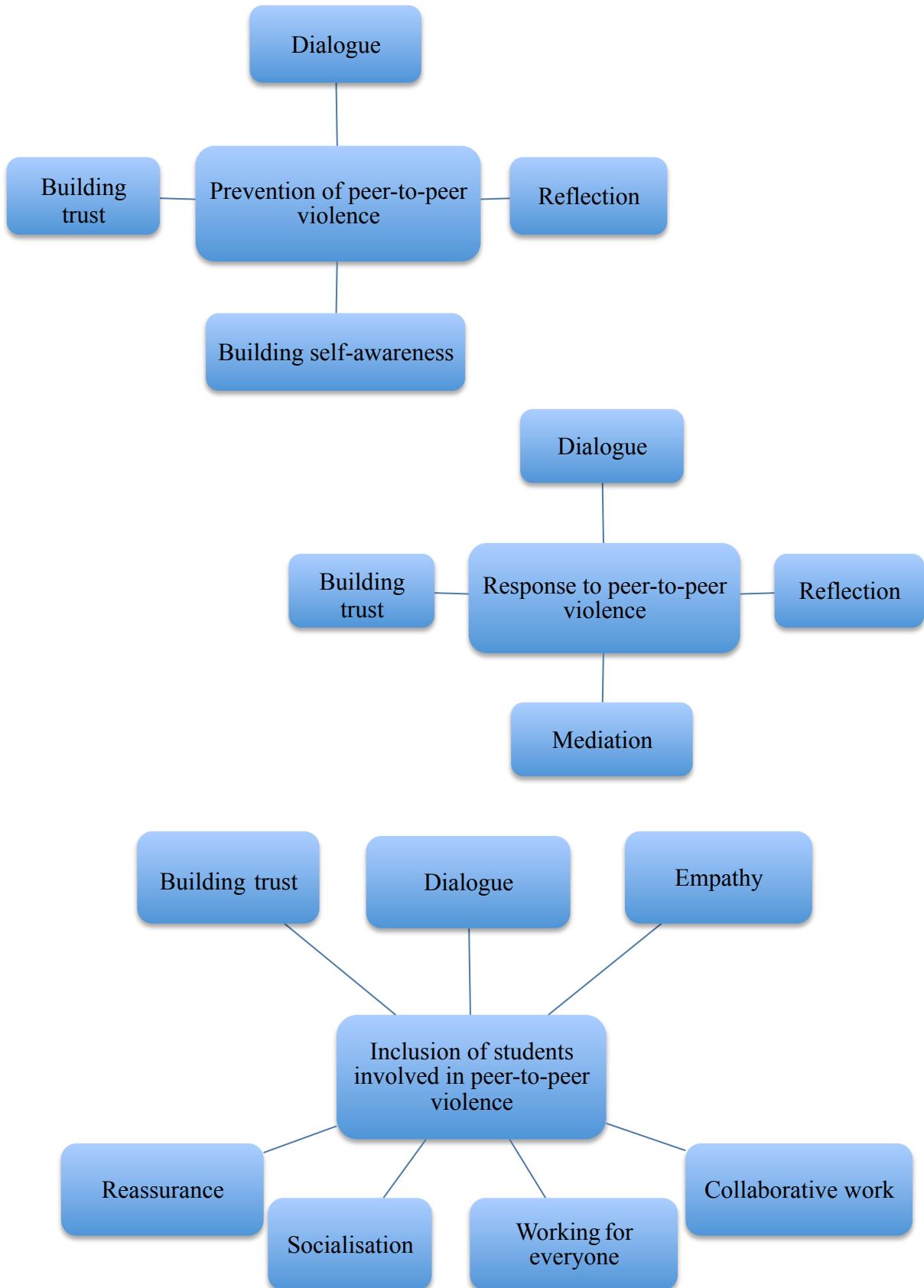
[Stop recorder]

Thank you for your time, your help is greatly appreciated. I will send you a summary of the main findings and any recommendations that may arise from this study. You should receive this document within the three months following the end of this study (September-December 2016).

[Give opportunity to ask questions about the research]

Appendix 3

Sample of thematic networks: Research question 1



Appendix 4

Sample of a summary table: Prevention strategies T1 – T5

Participant / Context	Type of violence	Strategies	Themes / Inclusive values
1. Male (Secondary)	Sexual abuse (Fiction)	Prevention: Discuss the issue in a parents' meeting to share opinions and experiences and to propose solutions.	- Community - Participation - Dialogue
2. Female (Secondary)	Ethnic (real)	Prevention/ Response: Coordinate workshops with academics from a local university to discuss issues about ethnicity.	- Community - Reflection
	Peer-to-peer violence in general	Prevention: Audio-visual resources/ reflection / ask students to write essays in which they can talk about their emotions.	- Reflection - Self-awareness
3. Female (Primary)	Physical violence (real)	Prevention: Offer games interesting to the students or other activities that they could like.	- Respect for diversity
	Peer-to-peer violence in general	Prevention: Set basic rules such as listen to and respect the other / reinforce values / favour students' opinions.	- Respect for diversity - Participation
4. Male (Primary/ Secondary)	Psychological abuse (Real)	Prevention: Connect academic and disciplinary measures, for example by motivating students pedagogically/academically to distract them from violence / give responsibility to families by asking them to talk about these issues daily / give feedback so students know that they do not need to	- Community - Respect for diversity - Reflection -Methodological measure

		impress anyone / avoid distractions that could end up in violence / Present case studies, teachers' experiences, articles about these topics during parent meetings or workshops to discuss about the significance of these behaviours so that parents can realise the importance of supporting their children in avoiding violence.	
	Peer-to-peer violence in general	Prevention: Design an appropriate methodology to work with students by generating optimum levels of affective filter and regulating anxiety levels in the classroom / generate a warm classroom environment may help students feel more comfortable, accepted, calmed, with lower stress levels, which will help them respond more positively to violence / innovative methodologies promote a positive climate, which reduces violence and fosters inclusion and cooperative work / work with a type of 'operant conditioning' using targets that students have to reach as a class to win rewards for everyone, thus students work as a team, committing to the process since they feel their success depends on them.	<ul style="list-style-type: none"> - Compassion - Participation - Community -Methodological measure

5. Female (Primary)	Peer-to-peer violence in general	Prevention: Acceptance, students have to learn to accept and love themselves first so as to accept and love the other / Treat students with love and highlight their positive qualities so that they feel important in the classroom / help them discover what is the feeling they get prior aggression / Create a routine for when students feel angry, ask them to look for the teacher or an adult in the school that can help them deal with the feeling / have a different strategy with each student / talk to the student provoking anger in the perpetrator about the consequences of their actions and how they made the other person feel / encourage reflection on what was happening before the conflict and how they have to think before they act.	<ul style="list-style-type: none"> - Compassion - Respect for diversity - Self-awareness - Dialogue - Reflection
--------------------------------	----------------------------------	---	--

Appendix 5

Sample of the transcription of two questions translated and coded: Teacher 5

Participant: P	Researcher: R	
Silence: ...		
Filler: *		
Hesitation:**		
Interrupted idea: /		
Incomplete word: -		
The whole interview lasted approximately 40 minutes.		
Date: Saturday 25th May 2016		
Means of communication: Skype		
Spanish	English	Codes
<p>R: Ya, ahora con respecto a tus estrategias personales para lidiar con la violencia de pares, pero ya a modo general, cualquier tipo de violencia que pueda ocurrir.</p> <p>¿Cuáles crees tu que son las medidas pedagógicas más apropiadas para prevenir la violencia de pares?</p> <p>P: La aceptación, yo creo. O sea, ellos tienen que aprender a aceptarse y a quererse, primero ellos, ellos, para que recién puedan querer y aceptar al otro, o sea, ellos/ entro a la sala diciendo que "somos los mejores", que "hoy día va a ser un super día", que "los quiero mucho" que por eso yo les hago las tareas bonitas, por que la guía esta tan bonita con tan-muchos colores, porque ellos son los mejores niños, a todos les tengo</p>	<p>R: Ok, now regarding your strategies to handle peer-to-peer violence, but in general, any type of violence that may occur. What pedagogical measures do you think are the most appropriate to prevent peer-to-peer violence?</p> <p>P: Acceptance, I think. I mean, they have to learn to accept and love themselves, first themselves, themselves, so that after they can love and accept the other, I mean, they/ I enter the classroom saying that "we are the best", that "today is going to be a super day", that "I love them so much" that this is the reason why I prepare beautiful materials, this is why the worksheet is so beautiful with so- many colours,</p>	Affection Affection Kindness

<p>como el cariño, el amor, "mi chiquitito", "el príncipe de la sala" entonces todos tienen como una característica súper importante y que ellos también lo hagan sentirse importante dentro de los roles de la sala, y, y los que se llevan mal los hago trabajar juntos y todo el tiempo les estoy diciendo "ves que es mejor ser amigo que enemigo" o que "es mejor trabajar justo antes de pelear" o, o "¿te sientes bien trabajando con el compañero?" * o hacerlos ver a ellos, cuál es el sentimiento previo a la agresión, porque también trato de armar rutina en ese sentido, o sea, cuando el niño este que agrede así físicamente de manera impulsiva yo le digo "cuando tu te sientas que tienes como un sentimiento de rabia adentro búscame, búscame y si no voy a estar yo va a estar otro adulto y dile que te sientes/ que tienes mucha rabia en el interior" entonces yo cuando el me logra decir, porque muchas veces se le olvida, me imagino que también es porque llevamos poco tiempo practicándolo, yo lo abrazo, lo abrazo y le digo "ya vamos a tranquilizar, yo te voy a ayudar, yo te voy a ayudar, a ver que estabas</p>	<p>because they are the best kids, I treat everyone with affection, with love, "my little one", "the prince of the classroom" so everyone has a very important characteristic that makes them feel important for the roles in the classroom, and, and I ask those who have a bad relationship to work together and I always say "see that it is better to be friends than enemies" or that "it is better to work than fight" or, or "do you like working with your classmate?" * or make them see what the feeling prior to aggression is, because I also try to create a routine in that respect, I mean, when the child who is being physically aggressive in an impulsive way I tell him "when you feel that you have a feeling of anger inside look for me", look for me and if I am not around find another adult and tell them that you feel/ that you have a lot of anger inside" so when he manages to tell me, because many times he forgets, I imagine this is also because we have been practicing for a short time, I hug him, I hug him and tell him "ok, we are going to calm down, I am going</p>	<p>Affection Kindness Diversity Encouraging positive interactions Asking opinions Self-awareness Offering support Affection Kindness Offering</p>
--	--	--

<p>haciendo antes de que esto pasara" y lo empezamos a sacar como de, del tema del conflicto, porque o si no dejaría netamente la escoba, o sea yo * yo creo que cada u-, uno con cada niño tiene que tener una estrategia distinta y con el en este caso ha funcionado bastante bien po', o sea ya por ejemplo ayer y hoy día no le pego a nadie [laughs], que ya fue un logro, y es porque el busca po', me busca cuando se siente así enojado y me abraza y ahí llora conmigo de repente, y yo le digo que esto se va a acabar que el cada vez le va a importar menos porque el otro amigo lo va a dejar de hacer y así. Y después hablo con el otro compañero también po', o sea tampoco es dejar que el se haga el fuerte y no hacer nada con el otro, sino que decirle que el compañero/ que provocó tal cosa en el compañero que esas cosas no pueden pasar, que al pasar / que el también se daña cuando hace ese tipo de cosas, que todas las acciones tienen consecuencias sea a positiva o negativa, entonces es importante también pensar en cuales son las consecuencias que me va a traer el acto al que voy/ que estoy haciendo, y hacerlo /</p>	<p>to help you, I am going to help you, let's see what you were doing before this happened" and we start to distract him from the subject of conflict, because otherwise he would make a mess, I mean I * I think that every-, one has to have a different strategy with each child and with him in this case this has worked pretty well, I mean, for example yesterday and today he did not hit anyone [laughs], which was an achievement, and that is because he looks, he looks for me when he feels angry and hugs me and cries with me sometimes, and I tell him that this is going to end, that he is going to pay less attention to his classmate because the other child will stop doing those things. And then I talk to the other classmate as well, I mean we cannot ask him to be brave and do not do anything to the other child, but tell them that his classmate/ that he provoked something in his classmate that those things cannot happen, that when they happen/ that he also hurts himself when he does that kind of things, that all actions bring consequences</p>	<p>support Diversity Trust Offering support Mediation Self-awareness Reflection</p>
---	--	--

<p>pensar antes po' o sea, "¿qué estabas haciendo antes de hacerle tal cosa a tu compañero?" y la verdad ha funcionado bastante bien con ellos, cada vez veo menos agresión es este caso.</p> <p>R: Y ahora en el caso cuando la violencia ya ha sucedido, ¿cómo respondes de forma apropiada crees tu?</p> <p>P: Yo creo que primero los calmo, o sea, tampoco saco nada de llamarle la atención en el minuto que pasó, o sea, yo se que, que ellos tienen que entender que lo que hicieron en ese minuto fue lo que estaba mal, pero si le digo * "no, eso no tiene que hacerse" cuando el está enojado, enojado no me va a pescar po', o sea, su mente va estar tan cerrada que tampoco voy a lograr algún tipo de reacción en el, trato de que se calme, como te digo lo abrazo primero, de ahí abrazo al otro y, y hablo con ellos tratando de explicar que lo que paso está mal, o sea, por qué se hizo, * por qué llegaron a eso punto, que necesitan ellos para llegar a ese punto también porque a lo mejor uno no sabe y lo hacen porque necesitan algo, o sea* muchas veces el otro niño que molesta me dice "es que</p>	<p>positive or negative, so it is also important to think about the consequences that this act that I am going/ that I am doing will bring and do it/ think beforehand I mean, "what were you doing before doing that to your classmate?" and to be honest it has worked pretty well with them, I see less aggression among them in this regard.</p> <p>R: And now in the case that violence has already occurred, how do you think you should respond appropriately?</p> <p>P: I think that first I calm them down, I mean, it is useless to tell them off at the time it happened, I mean, I know that, that they have to understand that what they did at the time was wrong, but if I tell them * "no, you should not do that" when he is angry, angry he will not pay attention to me, I mean, his mind will be so closed that I am not going to get any reaction from him, I try to calm him down, as I told you, I hug him first, then I hug the other child and, and talk to them trying to explain that what happened was wrong, I mean, why they did it, * why they got to</p>	<p>Self-awareness</p> <p>Acting tactfully</p> <p>Kindness Affection</p>
---	---	--

<p>yo echo de menos a mi papá y para no llorar lo molesto" entonces yo le digo "pero cariño si * el amigo no tiene la culpa que el papá no esté" * porque el papá del niño está preso en este caso, está preso entonces / "no tiene la culpa que el papá no esté, entonces lo que nosotros vamos a hacer es que cuando tu sientas pena te vas a venir donde mi y vamos a ver que podemos hacer para que tu no eches tanto de menos al papá o vamos a ver que actividad entretenida tu me vas a poder ha-, ayudar a hacer para que no te den ganas de molestar a tu compañero" pero, pero si ya sucedió tampoco puedo hacerlo como en el minuto, por más que me dicen así como "si lo está haciendo mal ahora tienes que retarla para que/" no po' porque en realidad no voy a ganar nada po', si igual están tan cerrados que, que no voy a ganar nada, prefiero como darle su espacio que se calmen primero.</p>	<p>that point, what they needed to get to that point as well because maybe one does not know and they do it because they need something, I mean * many times the child who annoys the child who annoys tells me 'I miss my dad and to avoid crying I annoy him" so I tell him "but love * it is not your friend's fault that your dad is not here" * because the child's dad is in jail, in this case so / "it is not his fault that your dad is not here, so what we are going to do is that when you are sad you are going to come to me and we will see what we can do so that you do not miss your dad so much or we will see which fun activity you will help me do so you do not feel like annoying your classmate" but, but if it already happened I cannot do it at that time, even if they say that "if he is doing something wrong now you have to tell him off so that /" no because really I am not going to gain anything, I prefer to give them space so they calm down first.</p>	<p>Empathy</p> <p>Offering support</p> <p>Motivation</p> <p>Acting tactfully</p>
---	--	--

Appendix 6

Summary of inclusive values and their operationalisation in teachers' practices

Value	Teachers' Practices	Implications for Creating Safe and Inclusive Education
Equity	Supporting learning and participation of every student in the school activities.	Offering equitable opportunities for learning and participation and respecting diversity are necessary aspects to develop inclusive education (Booth & Ainscow, 2002).
	Recognition of diversity by offering different tasks in order to give students alternatives to participate comfortably in school activities.	
Participation	Consultation with students about the way lessons are developed.	An important aspect of participation as an inclusive value is students' voice in decision-making processes (Ainscow et al, 2006). Indeed, participatory school governance is necessary to address school violence (Plan, 2008). However, the strategies shared by the participants of this study portray students' participation as limited to giving opinions that do not necessarily influence the decisions made.
		The Chilean national policy of school coexistence proposes that parents, students and the whole school community should take part in the development of violence prevention and response initiatives (MINEDUC, 2015c). Nevertheless teachers do not make any reference to their participation in these processes.

Community	Working collaborative with other professionals within the school.	More cooperative work within the school, with families, other schools and external institutions is required in order to really make a collective effort to tackle VAC (SRSG on Violence against Children, 2012). Moreover, developing a sense of community seems essential in order to promote an inclusive culture (Booth & Ainscow, 2002).
	Working collaboratively with professionals from external academic institutions and social services.	
Compassion	Responding kindly to students needs by adapting lessons.	Being compassionate may help teachers commit to tackling violence since empathy can make them see the suffering of the victims as an injustice that needs to be addressed (Hoffman, 2000). Additionally, taking into consideration students' requirements is part of developing inclusive practices (Booth & Ainscow, 2002).
	Showing affection towards students in order to make them feel cared for and heard.	In order to have a school environment free from violence students must receive affection (Caireta, 2013).
	Assisting students in being sympathetic towards diversity by asking them to respect each other's opinions and ways of working.	Bullying is less prevalent among highly sympathetic students (Nolasco Hernández, 2012). Thus, when fostering compassion teachers may be helping reduce the likelihood of violent incidents among peers.
Respect for diversity	Assigning tasks according to students' characteristics.	Peace education can be promoted through the approach of shared responsibility, which fosters the participation of every student so that nobody is excluded (Caireta, 2013).

	Enhancing respect for each other's ways of working and rhythms.	Celebrating diversity is an important aspect when developing inclusive practices (Booth & Ainscow, 2002).
	Avoiding judgment and stigmatisation of students involved in violent incidents.	Victims' fear of being stigmatised could hinder the report and response to violence (Plan, 2008). When teachers stigmatise students they may interfere with potential improvement on students' behaviour (Muñoz et al., 2007).
Entitlement	Disciplinary exclusions used to be a common measure to deal with peer-to-peer violence before the law of inclusion was enacted. These measures seem to risk students' entitlement to attend school.	With the law of inclusion, exclusionary measures are banned (MINEDUC, 2015b), which could be an opportunity to promote the development of more inclusive strategies to handle violent incidents.
	Starting debates around crucial topics such as violence and affectivity in order to encourage students to stay in school instead of dropping out.	Bearing in mind the relationship between peer-to-peer and school dropouts (Pinheiro, 2006), acting in line with the inclusive value of entitlement seems appropriate in order to prevent students involved in peer-to-peer violence from quitting the educational system.
Discretion	Being tactful to approach students after a violent incident. Taking into account students' emotional state when deciding how to intervene.	Sympathising with students' emotions and being tactful when addressing classroom discipline is important in order to develop inclusive practices (Booth & Ainscow, 2002).
	Talking privately with each student involved in a violent incident before having a group	Keeping privacy seems important in order to avoid stigmatisation, which is one of the principles of inclusive

	<p>conversation to discuss the reasons for the conflict and the possible solutions.</p>	<p>education (Booth & Ainscow, 2002). However, privacy can become negative if it hinders the report and response to violence (WHO, 2006).</p>
	<p>Choosing the right time to address violence in order to avoid making the incident bigger by involving other students in it.</p>	<p>Addressing peer-to-peer violence with discretion seems to involve teachers' accountability for making decisions that will be beneficial for all students. This relates to the human rights perspective of accountability that present the concept as concern with duty bearers' responsibility for their actions (UN, 2013). However, according to Ainscow et al. (2006) accountability could become counterproductive for the development of inclusive practices if this brought too much pressure on teachers or school staff.</p>