

Rudi Heimann  
Jürgen Fritzsche *Editors*

# Violence Prevention in Education, School, and Club

 Springer

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Rudi Heimann · Jürgen Fritzsche  
(Editors)

# **Violence Prevention in Education, School, and Club**

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## Preface

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The safety of our children in connection with protection from assault or contact with violence is a basic need of parents, guardians, relatives, educators, association representatives and many other people in our society. The assessment of where these dangers lie and thus the resulting need is stronger as long as they are not self-chosen dangers. This means, for example, that although placing one's own child in a child seat in the front passenger seat is statistically much more dangerous (Durbin et al., 2005) than in any other seat in the vehicle, this danger is regularly discussed in the background. Instead, hundreds of parents focus on the diffuse dangers of a hoax chain message they themselves helped spread in the parents' chat of a messenger service and run up a storm against school administrators "if something is not done about it immediately". The responsibility in connection with the use of smartphones by their own children is not seen.

Numerous publications on the topic of child safety focus on individual aspects such as sexual abuse, bullying, self-defence or put a certain methodology in dealing with violence in the foreground. This work provides an overarching and user-oriented view that makes it unnecessary to deal with a multitude of individual topics up to a certain level of depth. It is a handbook for parents, educators and all responsible persons who want to give the necessary impulses in the direction of our children within the framework of their educational or professional or voluntary activities and who are interested in how to successfully convey these impulses. These impulses are intended to contribute to making childhood and adolescence largely safe and to helping our children and adolescents mature into independent people who are able to distinguish themselves from inadmissible demonstrations of power and violence in a clever and reliable way. The editors do not claim to present every detail or every phenomenon of the individual topics in a conclusive manner; the respective bibliographies in the articles offer the possibility of a more in-depth discussion.

The reader will first get a phenomenological overview of the forms of violence our children can be exposed to. The spectrum here ranges from unpleasant and stressful situations due to boundary violations, phenomena linked to social media, domestic violence, bullying to massive acts of violence and sexualised violence. The fact is not neglected that aggression is not to be regarded as a negative violent assault from the outset, but can also be the stage of a behavioural expression within the framework of social conflict learning. In the following, statistical considerations, taking into account the light and dark fields, give an impression of the actual and suspected prevalence of these violent phenomena. The frequency of the use of weapons is considered as well as possible prior relationships between the perpetrator and his victim. Numerous attempts to explain violence, from which preventive conclusions can be drawn, form the basis of the next chapter on the causes of violent acts—the aetiology. Victimological considerations on the relationship between victim and perpetrator, followed by the presentation of different perpetrator typologies and their motivation, provide further indications that should be taken into account in preventive recommendations. Furthermore, there are conditions for success in every human being that ultimately set limits to attempts to prevent vio-

lence, no matter how intensive they may be, and must therefore lead to age-appropriate recommendations in a goal-oriented manner; essentially, there is a close connection here with the mental and physical development of children. It is important for those responsible to know how the resilience of children can be increased, where their age-appropriate abilities lie and how their development is basically shaped.

Violence is penalised in our society and there are limits to acts of help and defence. In the chapter on legal aspects, the reader is given an accurate overview of the essential aspects. These range from criminal norms, victims' rights, liability issues, compensation for damages to unconventional suggestions for securing claims.

After having thus laid the theoretical foundations for an efficient and effective set-up of preventive approaches, we introduce the reader to the protagonists who bear a great deal of responsibility due to their individual connection to the children—whether parents, educators, coaches. These people usually influence the children through educational elements and contribute to their development. Secondary instances such as the youth welfare office or the police are not neglected. A separate chapter is dedicated to the outstanding role of parents in the field of child education. The many possibilities as well as their limits and other influencing factors, such as the media, are examined.

Children in our society spend a large period of time in educational institutions. This begins with kindergarten and pre-school and continues in schools. Expectations of these institutions have increased enormously in recent years; at the same time, their means, possibilities and ways are often overestimated or not always sufficiently known. In the chapter provided for this purpose, the respective partners of school and pre-school institutions are presented and convincing measures within the framework of social education are shown that can be realised at many institutions. This contribution is followed by a consideration of a socialisation instance that has been repeatedly brought to the fore politically, especially in recent years: Voluntary work in clubs can make a special contribution to developing the positive and strengthening elements in the nature of a young person. Clubs are places where young people meet and it is therefore important to ensure that they are protected places where socialisation can be complemented to a certain extent. The focus here is on primary prevention—prevention before the event—whereby a look is also taken at the activities in the event of an event.

Asserting oneself in the face of life's adversities, even violence, is not a quality we are born with. Strengthening these abilities requires the observance of basic rules and the use of appropriate methods; furthermore, the concrete objectives must be known to all participants. A person does not become a victim because he or she is a victim, but because there is another person who sees this person as a victim and then becomes a perpetrator. No less the same applies to the phase when self-assertion no longer works because the other person wants to violate the integrity of the individual and the individual has to defend himself physically—self-defence. This book deliberately refrains from a detailed presentation of individual techniques, but rather deals with fundamental ways and conditions that make a defence successful.

Fortunately, the tendency to help others who are in need is still present in our society. In order for a helping person, whether child or adult, to behave properly in an emergency situation, certain backgrounds are helpful to understand, and observing various principles makes it much easier to provide assistance.

The two most important elements of successful demarcation—self-assertion and self-defence—are then outlined using the exemplary methodological and didactic structure of a model seminar. In it, the background presented in advance is combined in a user-oriented way and supplemented with important information on possible pitfalls. Within activities to teach the described skills—primarily by trainers or educators—unwanted incidents can occur, which are not infrequently solely in the sphere of the child. In a brief overview, the possible medical events and appropriate first aid measures are conveyed.

► Chapter 15 presents programmes and projects that take into account the elements outlined above, and names official agencies, organisations, counselling centres and associations that provide assistance for prevention or in the event of an incident.

“Not everything that happens to us through men is evil or bad”. (Härtel, 1996). [As a concluding sentence after the words of thanks to the author’s husband, who supported her in childcare during the writing of the book]. Even if such statements are more likely to belong to the unmanageable field of advice literature and scientific discussions allow for a more unbiased view, one-sided representations occasionally prevail, especially in the practical discussion of the topic. Extensive works speak exclusively of female victims and the male side is ascribed the role of perpetrator. The editors consider this view to be misguided. Therefore, the authors have also made an effort to present the content in a gender-neutral way with regard to the roles of victims and perpetrators, insofar as this is possible.

We would like to thank all the authors involved for getting involved while respecting the aim of this book to limit the complexity of the topic in a user-oriented way. The references within the individual chapters required everyone to adapt their contributions to the overall concept and to accept the editors’ requests for revisions. The fact that this was done willingly and quickly made the work pleasant and productive for us; thank you for that!

**Rudi Heimann**

**Dr. Jürgen Fritzsche**

Frankfurt am Main

in November of 2022

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# Basics

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# Phenomenology

## Forms of Violence

*Rudi Heimann*

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Violence is obviously inseparably linked to humans. At the same time, it is a changeable phenomenon that can be associated with individual views. There are as many different definitions of the term as there are manifold forms of appearance. Violence is to be distinguished from terms such as aggression or conflict. In addition to collective violence and self-aggressive behavior, the focus is on the forms of violence that take place between people. These can be found in the areas of family, child care and school, in the wider social environment such as clubs, during leisure activities and other contacts. Last but not least, the violence phenomena in the virtual space are outlined, the extent and consequences of which are extremely difficult to assess.

## 1.1 Introduction

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What makes the behavior of a person a violent action?

Is it:

- ...the description of the behavior in a criminal offense (► Chap. 7)?
- ...the attribution by changed views on the right of parents to punish?
- ...the mutual beating in a boxing match?
- ...the mutual beating between rival hooligans?
- ...the spraying of a (foreign) bleak concrete wall by a graffiti artist?
- ...the termination of a pregnancy against the father's will?

The first example pair makes it clear that our society has established norms and that these rules can change. The second one shows that the context can influence our assessment of whether it is violence. And it gets even more behind-the-scenes in the third area when it also comes to individual convictions.

The range of understanding of violence is not surprising. This is because an action “in itself” is not necessarily violent, but violence is what our society defines as such. At different times and with different cultural understanding, this definition standard can change. Therefore, the prevention of violence requires a differentiated understanding of the term. If violence prevention is being dealt with, it should be clear to all parties involved what is meant by violence, how and why it arises (► Chap. 3) and which procedures (► Chaps. 8, 11 and 12) are useful for containment or even prevention of violence.

## 1.2 Violence

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Legal definitions of the concept of violence exist, but they only help to a limited extent in view of the complexity of the concept. Originally, violence was understood to mean “the manifestation of physical force by the perpetrator to overcome resistance actually or expected” and includes “also physical effects that set in motion a psychological process” (RGSt, 1929). Later, this term was stretched even further and then also included psychological coercion (BGH, 1969). The fact that the Federal Constitutional Court has in a further step relativized this formulation again is rather of a legal-theoretical nature (BVerfG, 2001).

Violence can have “very different subjective and objective causes and consequences and also its evaluation often escapes the desired clarity” and it is “one of

the most difficult social phenomena [...], because its characteristics seem to be ambiguity and it is always available as an instrument to demonstrate power.” (Heitmeyer & Schröttle, 2006).

The Council of Europe goes so far as to leave the definition of violence to the respective participants. “The Group of Experts opted for a pragmatic approach by leaving it to each of the Council’s correspondents to decide what constituted violence.” (Council of Europe, 2004).

The World Health Organization dares to define violence (WHO, 1996):

#### Violence

The intentional use of threatened or actual physical force or power against oneself, another person, or a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.

This definition does not ask about the legitimacy of an act of violence, e.g. by state institutions such as the police or in the context of self-defense by a victim (► Chap. 7). This shows that in dealing with the topic, a broad definition of violence should be assumed as a matter of principle. The WHO definition includes interpersonal violence, suicidal behavior, and further massive confrontations. It includes actions that go beyond concrete physical action and also includes threats and intimidation. In addition to death and injury, the definition also includes the wide range of often less visible consequences of violent behavior, such as psychological damage, deprivation (glossary), and mal-development, which endanger well-being.

### 1.2.1 Types of Violence

The following types of violence can be distinguished in the context of children and adolescents:

**Physical Punishment** Shaking, slapping, hitting either with the flat hand or fists, kicking with the feet or hitting and throwing with objects. Throwing to the ground and performing the actions described above. Preferred target areas are the head in the skull area, the ears, the upper body; preferably, parents or other socially close persons make sure that no immediately visible injuries occur.

**Psychological Aggression** Screaming and insulting the child; also with negative descriptions of basic character traits such as “stupid” or “lazy”.

**Violent Discipline** Imprisonment and other forms of physical punishment and psychological aggression. Withdrawal of food and affection.

In connection with violence, the terms aggression and conflict, often used as synonyms, are often used, which are examined in more detail below. The relationship of the three areas is illustrated in ■ Fig. 1.1.



■ Fig. 1.1 Conflicts—Aggression—Violence

### 1.2.2 Aggression

Baron and Richardson (1994) understand this to mean a behavior that is unwanted by the person affected by it, whether it is blows, kicks against the school bag or spreading rumors via a messenger service.

#### Aggression

Any form of behavior that is intended to harm or injure another living being, which is motivated to avoid this treatment.

This definition leads to derivations. First, it becomes clear that the intention of the acting person is a key element and not the success of the action. A posted rumor with insulting content that is not read by anyone or a shampoo bottle filled with hair removal agent that is never used remain aggression by definition. Conversely, the lack of intention removes the aggressive element from the behavior: If a child falls on a slippery road and grabs the person next to him and pulls him down or if a child is hit in the face by a ball in gym class because he moves himself in an unpredictable way into the throwing path, there are no aggressive actions. Damages can regularly be traced back to negligence or chance at this stage. Furthermore, behaviors that are desired by the affected person are also not aggressive, such as medical treatment.

It is beyond question that a person can also behave aggressively towards himself, but this is not the focus of these considerations.

### 1.2.3 Conflict

Waßmuth (1992) would like to see the term Conflict neutral, unbiased and rather positive. It is to be considered as a social behavior in which at least two people enter into a communication relationship and at least one person at least has the feeling of

being impaired by the other person—even if this person actually neither commits nor intends the impairment.

### Conflict

Is a social situation in which at least two parties (individuals, groups, states) are involved, which

- different, from the starting point incompatible goals pursue or the same goal strive, which but only one party can reach, and / or
- different, from the starting point incompatible means to the achievement of a certain goal want to apply.

The problem lies in the possible escalation of a conflict. In particular, if conflicts are to be resolved over exercise of power, they become increasingly difficult to control and can get out of control. The ever more intense confrontation, up to the use of violence, can then be the only remaining alternative for participants. The question of victory or defeat then dominates the conflict parties and common solutions are no longer in the foreground.

Glasl (1992a) is of the opinion that “conflicts so much impair our ability to perceive and our thinking and imagination that, in the course of events, we no longer see things properly in us and around us. It is as if our eyes would become more and more blurred; our view of us and the opposing people in the conflict, the problems and events becomes narrower, distorted and completely one-sided. Our thinking and imagination follow compulsions of which we are not sufficiently aware.”

He describes the possibly resulting dynamics in the nine stages of conflict escalation (■ Fig. 1.2), which show a one-way street up to the total confrontation of the conflict parties.

In stage 1, different positions meet, conversation partners tense up, but there is no camp formation yet and there is the conviction that the conflict can be solved by conversation. The thought of cooperation prevails.

#### ► Stage 1

Two long-time friends are not in agreement on a topic. Both feel that the other does not pay enough attention to and appreciate their opinion. There are more and more snide remarks and tension. ◀

If a debate begins at level 2, it becomes polarized, underlying tones come to light, people start to devalue each other and, under certain circumstances, time-limited subgroups fight for positions using different tactics. Cooperation and competition are in balance.

#### ► Level 2

The two friends argue more often; each tries to forcefully convince the other of their own opinion. Since this does not work, the fronts harden and the needs of the other are no longer taken into account. ◀



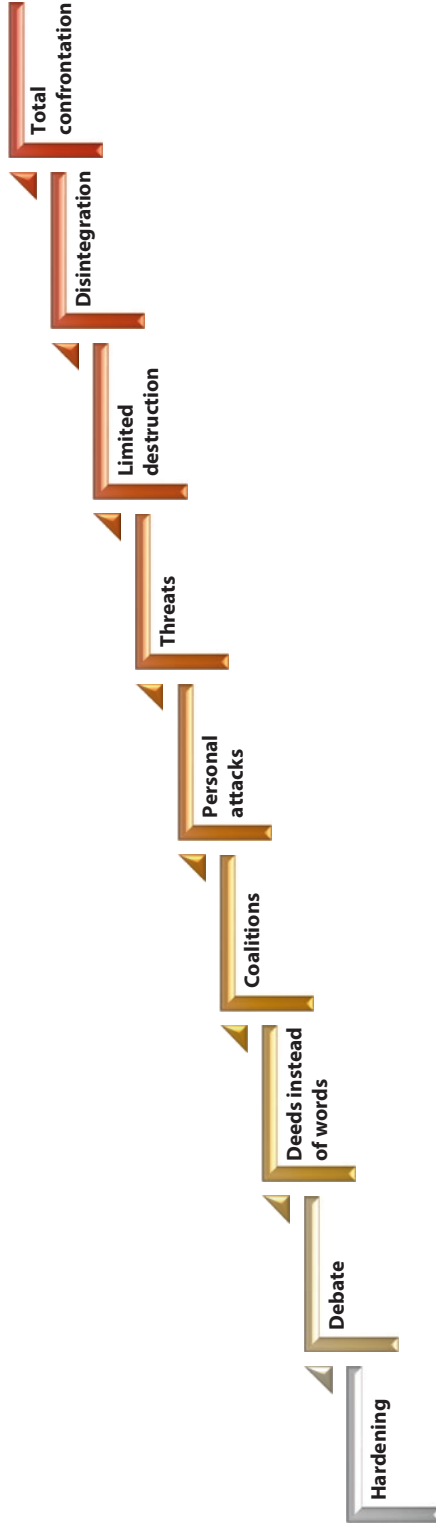


Fig. 1.2 Nine stages of conflict escalation according to Glasl (1992b)

Afterwards, the share of language shifts to the advantage of nonverbal behavior. Mistrust leads to a pessimistic anticipation, cohesion in possibly existing groups increases, different group roles become clearly visible and lost empathy lets threatening gestures come to the surface. Competition prevails over the desire for cooperation. Conversation interruptions are signs of this level.

#### ► Level 3

Both carry out demonstrative actions. The mutual appreciation is in the foreground and therefore becomes the subject of the conflict. One no longer supports the other in school and the other “forgets” appointments. ◀

At level 4, rumors nourish clichéd thinking, supporters are recruited for one’s own position and existing coalitions appear to have a symbiotic connection. Competitors are subtly punished so that the behavior is not yet reproachable.

#### ► Level 4

The friends look for support. Among the common friends and even among each other’s siblings, attention is drawn to the other’s misconduct and attempts are made to find confirmation and approval. ◀

This is followed by open accusations on a personal level. The opponent is demonized and expelled. A sense of isolation leads to a form of social autism, and events from the past are brought into such different relationships that they subsequently confirm the inner attitude. Trust is lost.

#### ► Stage 5

After the coalitions have been formed, the other is increasingly denounced. More and more reasons are found why one is “in the right”. Self-control decreases and moral boundaries fall; negative aspects are collected to support one’s own position. ◀

Stage 6 is characterized by threats and counter-threats; demands are linked to sanctions. The credibility of threats is assessed in this phase. Power strategies are used to gain the upper hand.

#### ► Stage 6

One friend threatens the other to steal her boyfriend and the other threatens not to take her friend to a club she has exclusive access to. ◀

On the next level, even a relatively small amount of damage to oneself is already considered a win. The opponent is no longer seen as a human being. The use of all means is legitimate as long as it only harms the other.

#### ► Stage 7

The two begin to harm each other. The laundry is suddenly discolored, a long-worked-on homework has disappeared from the computer. ◀

Within level 8, not only the counterpart in the conflict, but also those who support them, are to be destroyed. This is done in a very systematic way and existing networks are also destroyed.

#### ► Stage 8

Partners, friends, siblings and even parents are actively courted with cleverly built-up rumors that are intended to make these people turn away from the other friend. ◀

In stage 9, one's own destruction is accepted in order to drag the opponent down with them into the abyss. Absolutely no consideration is given to the environment. Both sides only see the complete and final destruction of the other as the goal.

#### ► Stage 9

One friend denounces the other for cheating during an important exam, the other publishes revealing pictures of her friend on an Internet platform and offers sex in addition to them. There is an indictment and a court case. ◀

The stages of this model do not necessarily occur in their pure form and can also be skipped; depending on the personal characteristics of the individuals involved.

Violence and violent behavior within conflicts are specific features of the situation, in which (Eckert & Willems, 2002):

- (a) escalatory patterns of behavior either appear rational and promising as problem-solving options,
- (b) in which the use of violence is perceived as acceptable and low-risk due to changed legitimations, ideologies, and opportunity structures,
- (c) in which emotions such as anger, hatred, and thirst for revenge become determinants of action and override rational strategies, or
- (d) in which the fundamentalization of the conflict serves to win solidarity and support.

They are therefore not primarily to be seen as personality traits or motives of one or both parties to the conflict, nor as a mere expression of structural conditions. This also means that violence prevention means preventing the escalation of conflicts, either by preventing further escalation or by dealing with the conflict constructively from the outset so that this stage is not reached at all.

- **Violence prevention is not only the prevention of escalation in a conflict, but begins with preventing it from becoming a conflict in the first place.**

### 1.3 Typology of Violence

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The diversity of the occurrence and the complex conditions of violence (► Chap. 3) require a classification of violence. In this way, the character of the problem and the measures required to solve it become clearer. Research and concrete countermeasures are fragmented and, for a holistic prevention model, the connections between

the different forms of violence should be highlighted. There are only a few typologies and none of them is comprehensive or generally accepted (Foege et al., 1995).

The World report on violence and health (WHO, 1996) makes a distinction into three areas that are classified according to who the violence is committed by:

1. Violence against oneself
2. Interpersonal violence
3. Collective violence

In this chapter, the first (self-harm) and third areas (violence committed by larger groups such as states, organized political groups, militias, and terrorist organizations) will not be considered in more detail. Interpersonal violence is divided into two categories:

**Domestic Violence and Among Intimate Partners** Violence that is largely confined to family members and intimate partners and is usually, although not exclusively, committed in the home of the victims. This includes neglect, child abuse or sexual abuse of children.

**Violence Committed by Members of the Community** Violence between non-relatives and non-necessarily known persons, which is usually committed outside of the victim's home. This includes violence between children and adolescents, random acts of violence or sexual assaults by strangers and violence in institutional settings, such as in schools or clubs.

### 1.3.1 Domestic Violence

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That parents or other people who are generally responsible for the care of the child neglect, abuse or mistreat children is a worldwide and ubiquitous phenomenon in all social classes. Parents, step-parents, foster parents, brothers and sisters, relatives and other people who care for children can be responsible for violence against children in the family.

The most common forms and accompanying factors of violence in the family are (United Nations Children's Fund, 2017):

**Violence Against Infants** It can lead to long-term health problems and even death. For example, if a baby is shaken, it can cause brain injuries.

**Child Marriages** 82 million girls worldwide are married before they turn 18. Younger girls are married to older men and experience violence in marriage, such as forced sex.

**Physical Violence** In most cases, physical violence against children does not lead to death or long-term injuries. This method is often used to make children obey. Rough treatment and strict punishment take place worldwide. Only 16 out of over 200 countries in the world have laws that prohibit physical punishment of children at home. Globally, one in four people responsible for children believes that physical

punishment is necessary for good parenting. Poverty and wealth provide no protection at this point. The largest burden of violent discipline is on the poorest and richest families, respectively.

**Harmful Traditions** Certain customs involve violence against children, such as:

- genital mutilation of girls and women (circumcision of the genitals of girls): Worldwide, 100 to 140 million girls and women are victims of genital mutilation each year
- Disfigurement, branding, burning and other painful forms of body modification
- Violent initiation rites in which boys or girls, before they are admitted to the world of adults, are forced to violence or treated violently
- honor, in which men kill girls in the name of family honor because the girls have sex before marriage or resist an arranged marriage
- Children are accused of “witchcraft.” These children are expelled, abused or killed. Others serve as victims in “witchcraft rituals”.

**Emotional Violence** In addition to physical violence, families also use emotional violence to punish children. Insults, derogatory names, threats, isolation, rejection or withholding of love from children are all forms of this violence.

**Sexualized Violence** Children are usually forced by men and boys in their family into sexual intercourse or harassed and touched in a way that is unpleasant to them. Girls and boys are usually sexually abused at home by a male family member. Between one and 21% of girls are sexually abused before they reach the age of 15 years.

**Neglect** Families do not adequately ensure that their children receive what they need to feel safe and healthy. They do not protect their children from dangers; girls and disabled children are at the most risk here. In the United States of America, three children die every day from neglect or abuse (Daro, 1990) and many spend their entire lives in this state.

**Witnesses of Violence** Witnessing violence in the home can have a lifelong impact on how a child feels, how it develops, and how it interacts with other people. In families where there is violence against women, there is also often violence against children. One in four children under 5 years of age lives in a family where the mother lives with a violent father.

The UNICEF survey covers many countries of the world that are only partially comparable to the situation in Central Europe and thus in Germany; nevertheless, it leaves an impression of the ratio of adults to children. In addition, Germany has been in the focus of immigration again since 2015. It would be naive at this point to assume that arriving people leave their cultural habits and traditions in their country of origin. Part of their culture and self-image are also their ideas about child-rearing.

For Germany, the number of studies on violence in the family is manageable. Hellmann (2014) shows in a convincing and probably the dark field (► Chap. 2) very well mapping study (n = 5839) that 51.4% of respondents were raised non-violently. Since the survey related to different age groups, it can be seen hopefully that

the trend towards non-violent education is increasing. There were no indications of disproportionate burdens depending on the origin of the respondents; only in the area of severe parental violence there was a higher burden of affected people with Turkish and Russian migrant background.

Caution is advised when concluding from a non-violent education that this would automatically lead to a attentive education or vice versa. 72.5% of respondents who were exposed to severe parental violence also experienced a high level of parental attention. Almost half of the cases were raised completely non-violently and at the same time experienced a high level of parental attention (► Chap. 8). Furthermore, it can be derived:

- Fathers are more violent than mothers.
- Male children with migrant background experience more abuse than female children with migrant background; without migrant background there is no significant difference.
- Fathers are less violent towards female children than towards male children. Mothers do not discriminate in the use of violence.

It should be noted for Germany that, in comparison to 1992 (Wetzels, 1997), the frequency of violence against one's own children has more than halved in all forms of violence by the 2011 survey (Hellmann, 2014). The tendency towards non-violent parenting only applies to respondents without a migrant background; no change is noticeable among those with a migrant background.

► **Violence is inherent in a society and therefore only very limited avoidance is possible.**

Further details on victims and offenders in the family context (► Chaps. 4, 5 and 8).

### 1.3.2 Violence in Care Facilities and School

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Care facilities such as nurseries, kindergartens and schools are the places where children and young people spend the most time outside the family. The people who meet there bring with them all their individual ideas about education, discipline and conflict resolution, as well as their problems. It would therefore be surprising if these institutions were places of bliss where violence was kept at bay. Violent methods of discipline such as flogging, slapping or locking up have become rare in most European care and educational institutions in comparison to the 1960s of the last century. And ultimately, it is not only the authoritarian practices of adults that are called into question here; rather, elements such as chicanery and bullying (glossary) are in the foreground. Unfortunately, social learning in these institutions is not limited to the contents of the curriculum, often extending to harassment, insults, brawls and all other forms of violence. They are often deeply regretted by those in charge as a lack of discipline, but ultimately accepted and not infrequently hushed up. This can set in motion a spiral—towards harsher forms of violence.

There are no nationwide studies on violence in schools in Germany. The perception of the extent of school violence is largely determined by the media. Sensational individual cases of abuse by teachers, torture allegations against classmates,

suicides by students and finally rampages are brought into the center of attention. At the same time, it must be considered whether such a trend in a time when aggressive language has found widespread distribution can be projected one-sidedly negatively on care and educational institutions.

Lösel and Bliesener (2003), the Federal Association of Health Insurance Funds (2005) and Schwind (2011) present the possible forms of violence and accompanying phenomena as follows:

**Increase in Difficult Children** The number of difficult children continues to rise, with aggressive behavior of children already starting in kindergarten and being a precursor to later acts of violence. There is an empirical connection between disruptive children in class and the probability of psychological and verbal aggression towards classmates.

**Fears** One third of the students are afraid on the way to school and on the playground.

**Bullying** Mobbing in the school context is referred to as bullying. The group of those who attack and torture classmates in various ways, without themselves being victims to a greater extent, can be limited to about 5%. There are high correlations between school bullying and general delinquent (glossary) and dissocial behavior such as theft, drug use, truancy or cheating.

**Slander** Social media offer the opportunity for the public humiliation of classmates or teachers.

**Helping Behavior** Victims are rarely helped because intervention can cause trouble or the helping person fears becoming a victim themselves (► Chap. 13).

**Assaults, Torture, Robbery and Extortion** There is an increase in assaults. The decrease in designer clothing or other status symbols during a robbery is occurring. For long periods of time, students are tortured by other students. The implementation of the crime is more reckless and brutal (kicking when down), “happy slapping” (randomly hitting victims and filming it). In the area of cyber extortion, such as the threatened distribution of nude pictures or sexual acts in front of a webcam (Sex-tortion (glossary)), there are also increases.

**Property Damage** A concentration of vandalism is occurring. During and outside of school hours, toilets are willfully destroyed, buildings are flooded and walls are graffitied on.

**Sexual Harassment and Abuse** The different forms of sexual harassment and sexual abuse (► Chap. 7) are favored by dependency relationships and special opportunities.

**Crime Scene** The most common place of experienced violence is the playground; the school way is of secondary importance.

**Verbal Violence** The most common form of violence at schools is the verbal violence. The frequent occurrence indicates a coarsening of the tone of interaction and a bad interaction climate. Mutually screaming is supposed to be the norm.

**Distribution at Schools** Mainly affected are special schools, grammar schools and vocational preparation classes, primarily in large cities with problematic school catchment areas (troubled schools). Violence at schools tends to decrease with increasing educational level. Grammar schools show particularly high values for physical violence than gymnasiums.

**Weapons** Weapons are still carried, but still primarily for the sake of impressing, less to use them to intimidate.

For the special features of the respective victims and offenders as well as gender-specificities in the school context (► Chaps. 4 and 5).

### 1.3.3 Violence in Other Social Environment

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Even though the two fields of family and caring or school environment take up the largest part of the time in the lives of children and adolescents, violence phenomena can also extend to other areas of life. Leisure and club activities, summer camps, visits from friends, staying in other communities, in short, every contact with other people also includes the possibility of being confronted with violence.

The violent phenomena occurring there are basically identical to the aforementioned areas and of course also have an intersection with the violence phenomena in virtual space (► Sect. 1.3.4).

Depending on the design of the contact, special opportunity structures for offenders arise, caused by special trust relationships or the isolation of the victim (► Chap. 4).

### 1.3.4 Violence in Virtual Space

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Even if there may still be fine distinctions according to age groups, nowadays one can speak of almost nationwide access to the Internet for children and adolescents in Germany (► Chap. 8). In many cases there is an additional way via a smartphone. Existing statistics (Livingstone & Haddon, 2009) show a steady increase in younger and younger children as Internet users. In addition to the opportunities for information, contacts and experiences, there are risks in the areas of commerce (children as victims of hackers, gambling addiction), aggression (violent content, bullying, stalking), sexuality (pornography, grooming (glossary)) or values (racism, self-harming behavior such as instructions for suicide or bulimia).

These risks are increased by the fact that at least every second adolescent discloses personal information on the Internet. As a rule, experiences are not discussed with parents or persons of trust. Many parents are not aware of their children's online activities or see no way to control them.



Sexting (Glossary) plays a special role in this context. Initially, text and image material is exchanged with mutual consent, only to then be used against the other person (► [Unwanted Publicity](#)) if, for example, the partners have separated.

#### Unwanted Publicity

A 13-year-old girl sends her equally old friend pictures and films in which she masturbates. After she has separated from him, he spreads the image and video material at school and among friends. Neither is the perpetrator aware that he is committing crimes (► Chap. 7), nor is there a special concern within the school class when the topic is dealt with there. After all, the “student is to blame”.

While 2009 (Lenhart) et al. found that 4% of 12 to 17-year-olds wanted to send such material, this number rose to 26% in 2015 (Feierabend, Plankenhorn & Rathgeb). As long as the images and texts only reach the desired people and these people deal with the self-revelations responsibly and respectfully, there may be no special dangers. However, both are not always guaranteed. This often has negative consequences for the sender. At the same time, there seem to be connections with other risky behaviors such as smoking (Lee et al., 2013), alcohol and drug use (Temple et al., 2014).

#### ► Parents could be a valuable support for children and adolescents against violence in the virtual world.

Although children from disadvantaged families have less access to the Internet than their peers from better-off families, their online risks are rated higher. And so the experiences are (Livingstone & Haddon, 2009; Baier et al., 2010):

- Four out of ten children and adolescents in Europe have already been confronted with pornography on the Internet.
- One third has already seen “hate sites” or sites with violent content.
- One in five young people says that he was hated or harassed on the Internet.
- In Germany, every tenth adolescent has received unwanted sexual comments. This is twice as often the case for girls as for boys.
- Approximately 15 to 20% of children and adolescents were threatened on the Internet and about the same number were asked by a chat acquaintance to send nude pictures or videos.
- Content with extreme violence and sexual acts is viewed or downloaded many times more often by boys than by girls.

The different forms of violent influence resemble each other as in physical space (Fawzi, 2009; Robertz, 2010; Hinduja & Patchin, 2009; Kowalski et al., 2008; Riebel, 2008):

**Approaches** Unwanted approaches in connection with promises of rewards or threats of reprisals.

**Harassment** Actions of individuals or groups that are perceived as impairing or damaging by the victim. The victim is ridiculed, insulted, abused, threatened or otherwise actively disturbed in direct online communication, such as e-mail, instant messaging or online chat.

**Exposure and Betrayal** Personal, confidential or intimate information of the victim is disseminated. This can be done by forwarding e-mails to unauthorized persons or publishing on websites, etc. The exposure is similar to defamation, the difference being that the disseminated information originally comes from the victim himself.

**Cyberstalking** The usually secret and persistent pursuit of a person and collecting information about this person.

**Endangerment by Third Parties** The victim is deliberately put in danger by third parties. For example, information about the victim is given to potentially dangerous individuals or groups, potentially dangerous individuals or groups are provoked on behalf of the victim, or the victim is offered on sex sites.

**Grooming (Cyber-Grooming)** By building trust, crimes such as the production of child pornography or sexual abuse are to be prepared. First, the future victim is flattered or given gifts.

**Happy Slapping** In Happy slapping an deliberately staged act of violence is photographed or videotaped and the recording is then distributed. Although the name Happy slapping suggests a playful and harmless character, there are cases in which the victim was beaten or raped to unconsciousness.

**Slander** Deliberately harmful or disadvantageous information about the victim is spread. This can be done by mass-mailing e-mails, SMS, in public online chats, on websites or in social networks.

**Sexual Harassment** Any form of harassment that is aimed specifically at the gender of the affected person. Sexual harassment includes, among other things, sexist and gender-related degrading or embarrassing comments and actions.

**Social Exclusion** The victim is deliberately excluded from online communication environments.

Further explanations of the respective victims and perpetrators in virtual space (► Chap. 4, 5).

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