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MITIGATING THE IMPACTS OF CLASSROOM VIOLENCE IN ONTARIO ELEMENTARY SCHOOLS

Introduction

- **Globally:** Approximately 246 million students experience some form of school violence each year [1]
- **Ontario: 1 in 7 students** report worrying about being abused or threatened at school [2]
- **Emotional impacts:** Increased fear and insecurity; heightened risk of anxiety and hypervigilance [3] [4]
- **Developmental impacts:** Disrupts learning, physical health, and emotional well-being, and may lead to significant trauma [1] [5] [6]
- **System impacts:** Negative effects on teaching conditions and overall quality of education [6] [7]

Methodology

- Data Collection: Semi-structured interviews
- Participants: 8 Child and Youth Care Practitioners employed in an Ontario elementary school
- Data Analysis: Hermeneutic phenomenological approach to thematic analysis

Research Question

How are Child and Youth Care Practitioners (CYCPs) mitigating the impacts of classroom violence on students in Ontario, Canada elementary schools?

Results

Utilizing Child & Youth Care Skills	Addressing Physical Safety	Emotional & Mental Health Supports
Relationship	Level of Violence	De-escalation
Obeserving Signs	Remove Perpetrator or Other Students	Debriefing & Restorative Practices
Teaching & Long-term Goals	Strategies for Maintaining Safety	Contiuous Emotional, Therapeutic & Mental Health Supports
Working Alongside & Meeting Needs		

Implications

- Ensure schools follow policies to support violence during & in aftermath
- Investigate impacts classroom violence is having on students
- Ensure adequate time is given for CYCPs to support perpetrators, victims & witnesses

Conclusion

Child and Youth Care Practitioners have many skills that are a strong asset to employ in elementary schools particularly when responding to classroom violence. Ensuring that all students have access to these valuable professionals when impacted by violence at school can lead to positive developmental outcomes and mental well-being.

This research was completed through the University of Strathclyde.

Refererences
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