

## Faculti Summary

<https://faculti.net/disablist-school-violence-experiences-of-young-people-with-dwarfism-in-the-united-kingdom/>

This video is a detailed discussion about encounters with school violence, particularly focusing on the experiences of young people with dwarfism. The conversation begins with an introduction to dwarfism, its definitions, and the terminology surrounding it. The speaker then discusses their research, which examines bullying experiences of individuals with dwarfism in secondary education in the United Kingdom. Previous studies have shown a high incidence of violence against these individuals, often leading to severe emotional distress.

The research utilizes frameworks from critical disability studies and a post-structuralist approach to understand the systemic roots of bullying. The narrative qualitative methodology involved young participants sharing their stories through various forms, emphasizing their agency in narrating their experiences.

Findings reveal that young people face multiple forms of violence: physical, cultural, and systemic. Physical violence often occurs in less supervised areas, while cultural violence is evident in derogatory comments and discrimination. Systemic violence highlights the inadequacies of school responses to bullying complaints. The individuals' narratives challenge the notion of disabled people as mere victims, instead showcasing their resilience and reactions to the bullying they face.

The study calls for a revised understanding of school violence contextualized within the framework of disability and encourages further research into the intersections of disability with other identities such as race and gender. It also stresses the need for practical revisions of educational policies and effective interventions to address bullying in schools. Overall, the findings underscore the importance of recognizing the complexity of violence against individuals with disabilities and advocate for more effective support and action from educational institutions.