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EDUCACIÓN  
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS  
DEPARTAMENTO DE INGLÉS

**SCHOOL SANCTION PRACTICES UNDER THE AULA SEGURA LAW  
AND THEIR INFLUENCE ON DISCIPLINARY PRACTICES  
AND TEACHER PROFESSIONAL IDENTITY  
IN CHILE (2020-2024)**

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR/A DE INGLÉS

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MARZO 2026

### **Acknowledgements**

En primer lugar, agradezco a mi familia, Estela, Antonio, Amaya y Romina, quienes siempre me dieron palabras de ánimo en cada momento de desaliento y quienes, en cada logro, lo celebran como si fuera también de ellas/os. Agradezco a mis profesores del Liceo N°4, Claudio y Alexander, quienes me inspiraron a ser profesora y a estudiar en el Pedagógico. A mis profes del departamento de inglés del Peda: Paulina, Maxi, Emilio, Diego, Dani y Andrea, quienes con su amabilidad y simpatía hacían mis días más cálidos, además de apoyarme y confiar en mí cuando lo necesité. Agradezco al CAA: Anthony, Paula, María Elena, Pamela y Carola, quienes fueron los primeros en confiar en mis habilidades y quienes siempre me dieron refugio y me hicieron sentir valorada. Desearía volver a esos días de paseo por el CAA y tacitas de té. Finalmente, pero no menos importante, agradezco a mi compañero Matías Seguel, quien fue un pilar fundamental durante este proceso. Haber recorrido este camino contigo hizo que todo tuviera mucho más sentido.

Agradecida de ustedes,

- Silken Inzunza Quintana

Primeramente, me gustaría agradecer a mis compañeros de tesis por haber realizado este proceso en equipo, acompañándonos en los altos y bajos. A mis profesores, por el legado académico y por enseñarme lo que significa ser docente, especialmente de un idioma extranjero.

A mi familia: Primeramente a mi mascota, Morita Martínez Lecaros, quien me acompañó en cada desvelo y estuvo durante todo este proceso académico. A mi mejor amiga, Vivían Belén Vásquez Vera, por ser mi soporte durante 19 años y por su apoyo incondicional en cada etapa de mi vida. Por enseñarme que si puedes escoger a la familia, que las amistades pueden trascender el tiempo y que el amor verdadero existe sin competencias ni envidias. A mi hermana, Verónica Lecaros Carreño, por ser mi ejemplo a seguir, por la gran admiración que le tengo, por apoyar siempre mis logros, sueños y metas, y por enseñarme que, sin importar las dificultades y el tiempo, tarde o temprano siempre se puede. A mi madre, Amalia Lecaros Ortiz, quien con constancia y disciplina, me demostró y enseñó que nunca debo rendirme, recordándome que, sin importar a lo que me dedicara, debía dar siempre lo mejor de mí. A mi hermano, José Ignacio Martínez Lecaros, quien me ha enseñado que en la unión está la verdadera esencia de la familia, que a pesar de las dificultades siempre estará ahí.

A mi padre, José Eugenio Martínez Espinoza, quien ya no está con nosotros en esta experiencia terrenal, pero sé que me cuida. Él me enseñó el amor y el apoyo incondicional en todo aquello que decidiera emprender. Padre querido, tu hija es profesora.

Por último, quiero agradecerme a mí misma, por seguir confiando en que podía alcanzar algo mejor de lo que tenía, porque aun cuando no veía la luz al final del camino, continué intentando con los medios y herramientas que poseía en ese momento. Y les digo a todos: sí se puede. No importan las dificultades; sigan creyendo en sus capacidades, y en lo que es y será lo mejor para ustedes.

- Antonia Martínez Lecaros

En primer lugar, quiero agradecer a mis profesores de la vida. Comenzando por Carla, mi profesora del colegio, quien me mostró el infinito amor que ofrece esta profesión. De la misma manera, quiero agradecer a Hugo Parra, Diego Cabezas, Paulina Aguirre, Maximiliano Acuña y Daniel Ortiz, educadores que siempre han abierto sus puertas, mentes y corazones para compartir su sabiduría y algo más: un café, un libro o un abrazo. Ustedes son ejemplos vivos de una educación digna que admiro profundamente. Quiero agradecer también a mi pareja y compañera, quien ha sido refugio y empuje a lo largo de este proceso. Igualmente, agradezco a mi amigo Tomás, quien ha sido una constante fuente de grata compañía durante mi vida universitaria. Finalmente, quiero agradecer a mi familia. Han sido un apoyo vital, fuerte y a la vez etéreo: como una fuerza gravitatoria que nos sostiene a la tierra y mantiene a los planetas en su órbita. Su apoyo y cariño, humildes e interminables, son el motivo de todo lo conseguido. Especialmente quiero agradecer a mi madre, a mi padre y a mis hermana y hermano. Si mi nombre y nuestros apellidos aparecen hoy en un título universitario, es porque este logro es tan suyo como mío. Los amo.

- Matías Seguel Flores

En el punto cúlmine de nuestra carrera, agradezco todas las enseñanzas que recibí de las y los docentes del Departamento de Inglés, por su apoyo incondicional, y su ferviente pasión al momento de enseñar. Agradezco especialmente a Paulina Aguirre por ser mi mayor modelo a seguir en cuanto a la pedagogía, a Bárbara Rasse por enseñarme hasta los más mínimos detalles cuando le haga clases a los estudiantes más pequeños de un colegio, y a Andrea Valenzuela por demostrarme que la literatura está llena de cosas pequeñas, y que a veces hay un dios detrás de ellas. Extiendo mis agradecimientos también a todos mis seres queridos: a mi familia, a mis amigos y a mi pareja; no habría podido llegar hasta aquí sin ustedes. Muchas gracias.

- Tomás Vega Saavedra

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## Abstract

This study investigates the relationship between patterns of exclusionary sanctions under the Chilean *Ley Aula Segura* and school vulnerability, as well as the impact of these patterns on teachers' disciplinary practices and professional identities. Utilizing an explanatory sequential mixed-methods design, the research integrates quantitative analysis of administrative data on expulsions and enrollment cancellations with qualitative interviews that examine teachers' interpretations and experiences of disciplinary governance.

Quantitative findings indicate that exclusionary sanctions are concentrated in schools serving highly vulnerable populations, suggesting that disciplinary measures are shaped by structural and institutional conditions rather than occurring randomly. Qualitative analysis demonstrates how these patterns are enacted through institutional documentation systems, classificatory processes that construct students as disciplinary subjects, and changes in the teaching role marked by heightened accountability, procedural transparency, and tensions between pedagogical commitments and institutional demands. Teachers exercised agency by interpreting, negotiating, and, in some instances, resisting the bureaucratic and normative assumptions embedded in the policy.

The study contends that disciplinary governance under *Ley Aula Segura* functions as a multi-level process, wherein structural inequalities, institutional governance mechanisms, and professional practices interact to shape the interpretation and management of school conflict. By integrating structural analysis with teachers' lived experiences, this research advances debates on educational governance, zero-tolerance policies, and the transformation of teacher professionalism in contexts characterized by socioeconomic inequality.

### Keywords:

*Aula Segura; school discipline; educational governance; teacher professional identity; policy enactment; school vulnerability; exclusionary sanctions; Chilean education*

## Resumen

Este estudio investiga la relación entre los patrones de sanciones excluyentes bajo la Ley Aula Segura en Chile y la vulnerabilidad escolar, así como el impacto de estos patrones en las prácticas disciplinarias y las identidades profesionales docentes. Utilizando un diseño de métodos mixtos secuencial explicativo, la investigación integra un análisis cuantitativo de datos administrativos sobre expulsiones y cancelaciones de matrícula con entrevistas cualitativas que examinan las interpretaciones y experiencias de los docentes respecto de la gobernanza disciplinaria.

Los resultados cuantitativos indican que las sanciones excluyentes se concentran en establecimientos que atienden a poblaciones altamente vulnerables, lo que sugiere que las medidas disciplinarias están moldeadas por condiciones estructurales e institucionales más que ocurrir de forma aleatoria. El análisis cualitativo demuestra cómo estos patrones se materializan a través de sistemas institucionales de documentación, procesos clasificatorios que construyen a los estudiantes como sujetos disciplinarios, y transformaciones en el rol docente marcadas por una mayor rendición de cuentas, transparencia procedimental y tensiones entre los compromisos pedagógicos y las demandas institucionales. Los docentes ejercen agencia al interpretar, negociar y, en algunos casos, resistir los supuestos burocráticos y normativos incorporados en la política.

El estudio sostiene que la gobernanza disciplinaria bajo la Ley Aula Segura funciona como un proceso multinivel, en el cual las desigualdades estructurales, los mecanismos de gobernanza institucional y las prácticas profesionales interactúan para dar forma a la interpretación y gestión del conflicto escolar. Al integrar el análisis estructural con las experiencias vividas por los docentes, esta investigación contribuye a los debates sobre gobernanza educativa, políticas de tolerancia cero y la transformación del profesionalismo docente en contextos caracterizados por desigualdad socioeconómica.

### **Palabras clave:**

*Aula Segura; disciplina escolar; gobernanza educativa; identidad profesional docente; enactment de políticas; vulnerabilidad escolar; expulsión; educación chilena*

### Note on Language and Terminology

This thesis is written in English but examines educational policies, institutions, and practices situated in the Chilean context. Throughout the text, certain terms are retained in Spanish to preserve conceptual precision and to acknowledge that these terms refer to context-specific phenomena without exact English equivalents. Key examples include *Ley Aula Segura* (the formal name of Law 21.128, which translates literally as "Safe Classroom Law" but is consistently referred to by its Spanish title to maintain legal and discursive specificity); *Liceos Emblemáticos* (historically prestigious public *Media* schools in Chile, characterized by distinct institutional cultures and traditions that lack direct parallel in Anglophone educational systems); *Estallido Social* (the 2019 social uprising, retained as a proper noun referring to a specific historical event); *Convivencia Escolar* (a term encompassing relational, pedagogical, and regulatory dimensions of school life, broader than "school coexistence" and central to Chilean educational policy discourse); and *Reglamento Interno de Convivencia Escolar (RICE)* (the formal disciplinary code specific to each school, required by law and structuring local disciplinary procedures). These terms are italicized to indicate their foreign language status and are accompanied by explanatory translations or contextual descriptions upon first appearance.

This practice follows established conventions in bilingual educational research, where retaining original terminology acknowledges the situatedness of policy and practice while maintaining accessibility for an English-reading audience. The decision to preserve these terms also reflects a reflexive awareness of the position from which this research is produced. As Chilean researchers writing in English about Chilean education, we are situated within what has been termed the "coloniality of knowledge", a persistent epistemic privilege accorded to Eurocentric languages and frameworks in academic production (Mignolo, 2000). Retaining Spanish terminology is a deliberate choice to resist the erasure of local conceptual language and to invite readers into the linguistic world of the educational actors whose experiences we analyze. This is not an argument against English-medium scholarship, but an acknowledgment that language shapes what can be said and whose categories become visible.

## 1. Introduction

Over the past decade, educational systems across the globe have increasingly adopted disciplinary policies grounded in zero-tolerance frameworks and heightened security rationales. These approaches have sought to respond to concerns regarding school violence and public safety by strengthening institutional authority and accelerating sanctioning procedures. In Chile, this trend was formalized in December 2018 with the enactment of Law 21.128, commonly known as *Ley Aula Segura*, which expanded the powers of school administrators to expel students or cancel their enrollment in cases classified as serious misconduct. The law was presented as a mechanism to protect educational communities and ensure safe learning environments. Nevertheless, its implementation has generated sustained public debate regarding its social, pedagogical, and ethical implications.

Since its enactment, *Ley Aula Segura* has been widely applied across Chilean schools. Administrative records and institutional reports indicate a steady increase in expulsions and enrollment cancellations associated with the law. In the years following its enactment, a temporary decline occurred during the period marked by *2019's Estallido Social* and the COVID-19 pandemic. These disciplinary measures have had direct consequences for students' educational trajectories, particularly in contexts characterized by high levels of socioeconomic vulnerability. Recent data from Defensoría de la Niñez (2024) suggests that a significant proportion of students subjected to these sanctions are not subsequently re-enrolled in other educational institutions, raising concerns regarding interruptions in schooling and the effective protection of the right to education. In this sense, *Ley Aula Segura* operates both as a disciplinary instrument and as a mechanism with substantial implications for educational inclusion and social mobility. not only as a disciplinary instrument but also as a mechanism with implications for educational inclusion and social mobility.

Despite the growing relevance of the law, the institutional monitoring of its implementation remains fragmented and limited. Reporting responsibilities are distributed among multiple actors, such as school administrations, Superintendencia de la Educación, and the Ministry of Education; this intricate system of information-reporting generates inconsistencies, delays, and gaps in the available data. Although the law establishes the schools' obligation to inform Defensoría de la Niñez of sanctioning processes, recent reports

indicate that systematic compliance with this requirement is uneven. Furthermore, private schools are not legally required to provide detailed information regarding student removals (Defensoría de la Niñez, 2024), which restricts public oversight and weakens accountability mechanisms. As a result, existing data often provide only partial and delayed representations of disciplinary processes, constraining timely academic and policy-oriented analysis.

Available knowledge on the implementation of *Ley Aula Segura* has been produced primarily through administrative datasets, institutional reports, and media coverage. These sources have contributed valuable information regarding sanction frequencies, regional distributions, and student demographics. Still, they offer limited insight into how disciplinary policies are interpreted, enacted, and negotiated within schools. In particular, little is known about how teachers experience the implementation of the law in their daily professional practice, how they perceive its relationship to school vulnerability, and how these processes influence their understanding of their pedagogical roles.

Moreover, much of the existing research approaches *Ley Aula Segura* primarily as a legal or administrative instrument, focusing on its regulatory design and formal procedures (Brito Vukusich, Guerra Díaz, Mena Valdés, & Quintanilla Jerez, 2019; Observatorio Judicial, 2023). A parallel body of work, in contrast, centers on the lived experiences of students subjected to expulsion or enrollment cancellation, highlighting the social, emotional, and educational consequences of sanctioning practices (Foro por el Derecho a la Educación Pública, 2025; Retamal, 2019). While both strands have generated important insights, they tend to remain analytically disconnected. This disconnection is explained by the relatively limited scope and volume of research done on the law.

This separation has contributed to an under-theorization of how disciplinary policies structure power relations, institutional expectations, and professional subjectivities within educational settings. Consequently, the interaction between structural conditions and teachers' agency remains insufficiently explored. The absence of integrative, teacher centered qualitative inquiry, and theoretically informed analyses limits current understanding of how disciplinary governance operates in practice.

In response to these limitations, this study examines how patterns of student sanctions under *Ley Aula Segura* relate to school vulnerability and how these patterns influence

teachers' disciplinary practices and professional identities in Chilean schools. Adopting an explanatory sequential mixed-methods design, the research first analyzes administrative data on expulsions and enrollment cancellations between 2020 and 2024 to identify systematic differences across schools with varying levels of vulnerability. These quantitative findings subsequently inform the qualitative phase, which consists of semi-structured interviews with teachers selected on the basis of observed sanction patterns. This design enables an integrated analysis of institutional patterns and lived professional experiences.

The study is grounded in a Critical Realist (CR Henceforth) philosophical framework, which conceptualizes social reality as layered and shaped by the interaction between underlying structures, generative mechanisms, and observable events. This perspective provides a coherent framework for combining quantitative and qualitative methods and for examining how disciplinary policies operate across structural, institutional, and subjective levels. Through this approach, the research seeks to identify both regularities in sanction patterns and the contextual and interpretative process through which these patterns are produced.

By integrating administrative analysis with in-depth qualitative inquiry, this study aims to contribute to current debates on educational governance, disciplinary policy, and professional identity. It provides empirically grounded and theoretically informed insights into the operation of *Ley Aula Segura* in vulnerable contexts and into the ways teachers navigate, negotiate, and sometimes resist institutional disciplinary expectations. In doing so, the research seeks to inform future academic discussion and policy reflection on the social consequences of zero-tolerance frameworks in contemporary education.

The specific and general objectives for the present investigation are presented in the following section.

## **1.1. Objectives**

### **1.1.1. General Objective**

To examine how patterns of student sanction under *Ley Aula Segura* relate to school vulnerability between 2020 and 2024, and how these patterns influence teachers' professional identities and disciplinary practices in Chilean schools.

### **1.1.2. Specific Objectives**

I. To determine the association between school vulnerability (IVE) and the type of sanction between 2020 and 2024.

II. To explore teachers' narratives and experiences regarding the implementation of *Ley Aula Segura* in their schools in the period 2020-2024.

III. To analyze disciplinary practices and teacher professional identities in relation to the *Ley Aula Segura* policy.

## 2. Literature Review

This chapter reviews the main bodies of research relevant to the analysis of *Ley Aula Segura* and contemporary disciplinary governance in education. First, it examines Chilean studies that have analyzed the implementation, effects, and legal foundations of the law, highlighting dominant perspectives and ongoing debates. Then, it situates these findings within the broader international literature on zero-tolerance policies and securitized approaches to school discipline. Afterwards the chapter identifies key gaps and limitations in existing research that inform the analytical and methodological orientation of the present study. Finally, a brief revision of the Chilean legal and regulatory educational landscape is presented to understand the reach and limits of the law within current educational legislation.

### 2.1. Research on Aula Segura in Chile

Research examining the impact of *Ley Aula Segura* on Chilean education is limited and sparse. While international investigation on zero-tolerance policies is extensive, Chilean contributions remain relatively scarce and are largely concentrated in undergraduate and graduate theses rather than peer-reviewed journals. Despite this limitation, the existing body of work displays a clear pattern: the overwhelming majority of Chilean studies adopt a critical stance toward *Ley Aula Segura*, with only one identified source in favor of the law.

Most research frames *Ley Aula Segura* as reinforcing a punitive, criminalizing approach to school discipline, closely aligned with zero-tolerance paradigms (Brito et al., 2019; Canales, 2022; Díaz & Spencer, 2021; Foro por el Derecho a la Educación Pública, 2025; González et al., 2024; Melivilu, 2020; Ocampo, 2023; Retamal, 2019; Treviño & Villalobos, 2021). Drawing on international evidence, Retamal (2019) argues that the law lacks socio-pedagogical foundations capable of improving school coexistence; instead, the law promotes disciplinary responses detached from democratic educational principles. Similarly, Treviño & Villalobos (2021) claim that *Ley Aula Segura* prioritizes reactive sanctions over preventive or participatory approaches. This results in a standardized disciplinary framework that displaces contextual differences in favor of promptly decisions.

Several authors emphasize the law's implications for power relations and student agency. From a philosophical perspective, Melivilu (2020) characterizes *Ley Aula Segura* as an instrument that enables authoritarian practices by concentrating disciplinary authority in school administrators. Empirical studies support this claim. Through interviews with affected students, Canales Riquelme (2022) documents experiences of criminalization and vulnerability, highlighting how disciplinary processes under *Ley Aula Segura* often marginalize students' voices and weaken procedural guarantees. Across these studies, a common conclusion can be drawn: the law positions students as passive subjects of discipline, reducing their participation and agency in conflict resolution within school communities.

*Ley Aula Segura* has also been analyzed from a legal and political perspective. Brito et al. (2019) provide a comprehensive critique of the law's punitive orientation, arguing that it constructs a narrative of the "enemy citizen" through media and political discourse. By portraying certain student actors—such as the *encapuchado* or *overol blanco*<sup>1</sup>—as threats to public order, the law legitimizes exceptional disciplinary measures and diverts attention from the structural causes of student mobilization. According to their analysis, the authors argue that *Ley Aula Segura* is incompatible with democratic principles grounded in dignity and rights.

Díaz & Spencer (2021) acknowledge that the law has been effective in empowering school administrations and expediting expulsion procedures. However, they argue that this efficiency comes at the cost of students' rights, particularly in politically active school communities. The authors conclude that *Ley Aula Segura* is unnecessary, centralist, and counterproductive: it fails to resolve underlying school conflicts, is disproportionately applied in *Liceos Emblemáticos*, and generates outcomes that contradict its stated objective of improving school coexistence.

In contrast to this predominantly critical literature, Observatorio Judicial (2023) offers the only explicitly favorable assessment of *Ley Aula Segura*. They argue that the law

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<sup>1</sup> *Encapuchados* and *overoles blancos* refer to protester identifications based on appearance that have become recognizable in Chilean demonstrations. The former describes demonstrators who cover their faces with hoods or masks, while the latter refers to protesters wearing white coveralls. These terms have been widely associated with students from *liceos Emblemáticos*.

has contributed to a national improvement in school coexistence. As evidence for their claim, the report cites a reduction in disciplinary sanctions compared to pre-2018 figures and a high proportion of court rulings upholding school decisions. From this perspective, judicial validation is interpreted as evidence of the law's proper implementation and effectiveness.

Nevertheless, this position does not hold up to scrutiny. For instance, Observatorio Judicial's conclusions regarding the declining number of applications rely on incomplete data and do not sufficiently account for exceptional contextual factors, such as the *Estallido Social* and the COVID-19 pandemic, which significantly altered school dynamics. Moreover, updated reports by Defensoría de la Niñez (2024), based on annual data, indicate a substantial increase in sanctions between 2018 and 2023 and reveal no corresponding reduction in reports of student mistreatment. The persistence of these reports suggests that school coexistence has not been positively affected by *Ley Aula Segura* in Chilean schools. Furthermore, it remains to be researched whether *Liceos Emblemáticos*, the institutions initially targeted by the policy, have benefited from its implementation. Finally, legal analyses focused on jurisprudence tend to privilege questions of legality over pedagogical effectiveness, leaving the social and educational consequences of the law largely unexamined.

Chilean research on *Ley Aula Segura* shows a strong critical consensus regarding the law's punitive orientation, its negative implications for student rights, and its questionable contribution to improving school coexistence. As mentioned previously in the introduction, *Ley Aula Segura* is the Chilean equivalent of a global trend in educational policy. Thus, international research on other zero-tolerance policies can offer valuable insight for understanding the possible implications the law can have in the Chilean context. In the following section, an examination of international literature is presented.

## **2.2. Zero-Tolerance Policies Internationally**

Zero-tolerance policies in education originated in the United States during the 1980s and 1990s as part of broader security-oriented responses to drugs, weapons, and school violence (U.S. Department of Education. Civil Wright Data Collection, 2024; Bickmore, 2016, as cited in Foro por el Derecho a la Educación Pública, 2025). Following the enactment

of the Gun-Free Schools Act and the expansion of School Resource Officers, disciplinary governance in schools increasingly incorporated policing and mandatory sanctions (U.S. Department of Education, 2018; U.S. Department of Justice., 2019). Although these measures were presented as mechanisms to enhance safety, a substantial body of research has documented their limited effectiveness and their association with student exclusion, and the criminalization of school conflict. High-profile incidents, such as the Columbine High School shooting, further intensified securitized approaches to school governance, reinforcing the expansion of punitive disciplinary regimes (Stahl, 2016).

In Latin America, similar security-centered models have been implemented through programs emphasizing surveillance and control. In Mexico, initiatives such as *Mochila Segura* and *Escuela Segura* normalized invasive monitoring practices and police presence within schools (Comisión de Derechos Humanos de la Ciudad de México, 2022; Hernández Eligio, 2014). While framed as preventive measures, these programs were widely criticized for violating children's rights, lacking clear legal frameworks, and fostering institutional mistrust (Aviles et al., 2007; Hernández Eligio, 2014). Judicial rulings eventually declared some of these practices unconstitutional, highlighting their incompatibility with rights-based educational principles (Suprema Corte de Justicia de la Nación, 2021).

In Brazil, the militarization of public schools and the deployment of police-based security programs institutionalized strict disciplinary hierarchies (Alves & Ferreira de Oliveira, 2019; Goiás. Polícia Militar, 2018). These models marginalized teachers' pedagogical authority and prioritized obedience and control over educational development, reinforcing patterns of social exclusion (Garcia de Paulo, 2020; Kochhann, de Oliveira Ferreira, & Garcia de Paulo, 2024).

In contrast, other countries in the region have adopted more preventive and participatory approaches to school conflict. Ecuador has combined disciplinary sanctions with educational and restorative measures aimed at ensuring continuity of learning and the protection of students' rights, while reserving zero-tolerance responses primarily for cases of severe violence (Ministerio de Educación del Ecuador, 2015a; Ministerio de Educación del Ecuador, 2015b). Likewise, Argentina has prioritized mediation, coexistence, and democratic participation through national programs designed to promote dialogue and collective conflict

resolution (Kaplan, et al., 2006; Ministerio de Educación de la Nación Argentina, 2004; Parlamento de Escuelas por la Paz y la Solidaridad, 2004). Although these models face implementation challenges and institutional constraints, they illustrate alternative frameworks that emphasize inclusion, reparation, and shared responsibility over punitive intervention.

Across international contexts, research agrees on a common conclusion: zero-tolerance policies rarely achieve sustained reductions in school violence and frequently intensify processes of exclusion and surveillance. These policies tend to individualize social problems, without addressing the underlying structural conditions, and reframe them as matters of deviant behavior, legitimizing punitive responses (Galtung, 1990; Hernández Eligio, 2014; Kochhann et al., 2024). As a result, schools are increasingly configured as extensions of security apparatuses rather than as pedagogical spaces oriented toward democratic participation and social inclusion. This body of evidence situates *Ley Aula Segura* within a broader global pattern of securitized educational governance.

### 2.3. Gaps and Limitations

Despite the growing body of research on *Ley Aula Segura* and zero-tolerance policies, significant spaces for research remain open. There are three aspects which are worth addressing:

First, most Chilean studies rely primarily on qualitative case studies with limited integration of large-scale administrative data. As a result, existing research provides valuable interpretive insights but offers restricted empirical evidence on the systematic sanction patterns across different school contexts.

Second, much of the literature focuses on students' experiences, legal frameworks, or institutional procedures. In contrast, little attention has been paid to teachers' perspectives. Given that teachers play a central role in interpreting, enacting, and mediating disciplinary policies in everyday practice, this represents a substantial gap in current knowledge.

Third, existing studies tend to privilege either structural analyses of policy design and governance or experiential accounts of disciplinary consequences. Few studies explicitly examine the interaction between structural conditions, institutional pressures, and professional agency. Consequently, the mechanisms through which disciplinary policies shape professional identities and pedagogical practices remain insufficiently theorized.

Ultimately, these gaps highlight the need for research that combines large-scale administrative analysis with in-depth qualitative inquiry that situates disciplinary practices within broader structures of vulnerability and governance. The present study attempts to address these limitations through an explanatory sequential mixed-methods design grounded in a Critical Realist analytical framework.

Before developing the theoretical framework guiding this analysis, it is necessary to clarify the legal and regulatory context within which disciplinary governance operates in Chilean schools. The following section outlines the normative framework shaping school discipline, situating *Ley Aula Segura* within the broader legal framework that structures possibilities for action in educational settings

## 2.4. Regulatory and Legal Context of School Discipline in Chile

To understand how disciplinary governance operates in Chilean schools, it is necessary to position *Ley Aula Segura* within the regulatory architecture governing school discipline. Expulsion and enrollment cancellation were not introduced by this law; rather, they were already embedded in the Chilean educational legal framework through earlier legislation (Ministerio de Educación, 2015; Ministerio de Educación, n.d.)

Prior to the enactment of *Ley Aula Segura* in 2018, the principal regulatory framework for exclusionary sanctions was defined in Article 6 (d) of the *Ley de Subvenciones*, later modified by *Ley de Inclusión Escolar*. This framework authorized schools to apply expulsion or enrollment cancellation in cases affecting school coexistence. These measures had to be described in each school's *Reglamento Interno de Convivencia Escolar* (Henceforth RICE) and implemented in accordance with principles of due process, rationality, and proportionality (Ministerio de Educación, 2015; Ministerio de Educación, n.d.). In this sense, schools were already legally empowered to impose exclusionary sanctions, but these procedures had to be gradual and required justification, institutional deliberation, and procedural guarantees.

*Ley Aula Segura* did not create a new disciplinary regime. It intensified and reorganized existing mechanisms by strengthening administrative authority. In line with previously mentioned international policies, the application of exclusionary measures was applicable in cases classified as serious violence. The law specifies that acts affecting the physical or psychological integrity of members of the educational community, the possession of weapons or incendiary devices, or actions damaging essential school infrastructure may constitute grounds for expulsion or enrollment cancellation (Ministerio de Educación, 2018). Importantly, these categories are formulated in generic terms, allowing schools to incorporate additional behaviors of similar nature within their internal regulations. As a result, the scope of sanctionable conduct remains partly open to local institutional interpretation (Ministerio de Educación, 2018; Superintendencia de Educación, 2025).

While internal regulations continue to provide the procedural framework for disciplinary action, the law does not require every sanctionable behavior to be specified in the RICE. Because the legal categories defining serious misconduct are expressed in general

terms, school authorities can interpret whether a given action falls within those categories at their own discretion, even when the behavior is not explicitly described in internal regulations (Ministerio de Educación, 2018; Superintendencia de Educación, 2025). This interpretive flexibility expands administrative authority and reinforces the discretionary dimension of disciplinary governance within schools.

In addition, the law introduces a more expedited procedural framework to the sanctioning process. School directors are empowered to initiate suspension measures immediately and to resolve disciplinary cases within shortened timeframes, 10 to 15 administrative days specifically (Ministerio de Educación, 2018). This acceleration of the sanctioning process reduces the period available for institutional deliberation and for families to appeal the institutional resolution. This reinforces a logic of rapid administrative response oriented toward risk containment at the expense of pedagogical discussion.

The law further strengthens the bureaucratic formalization of disciplinary decisions. School principals who apply expulsion or enrollment cancellation are required to notify Superintendencia de Educación within a defined timeframe, enabling the institution to review whether the procedure complied with regulatory requirements (Ministerio de Educación, 2018; Superintendencia de Educación, 2025). While this oversight mechanism is designed to ensure procedural correctness, it simultaneously consolidates the documentation, classification, and external reporting practices that sustain disciplinary governance at the institutional level.

From a regulatory perspective, *Ley Aula Segura* can be understood not as the origin of exclusionary sanctions, but as an intervention that reconfigures the balance between institutional discretion, procedural formalization, and administrative responsibility. By strengthening leadership authority, broadening the interpretive range of serious misconduct, accelerating procedural timelines, and reinforcing documentation requirements, the law intensifies existing disciplinary mechanisms embedded in the Chilean educational system (Ministerio de Educación, 2018; Superintendencia de Educación, 2025).

This chapter has demonstrated that, while a growing body of research has critically examined *Ley Aula Segura* and zero-tolerance policies, significant limitations remain in how disciplinary governance is currently understood. Chilean studies have highlighted tensions

between legal validation and pedagogical practice, while international research has documented the exclusionary effects of securitized disciplinary frameworks. However, existing scholarship has rarely integrated large-scale administrative evidence with in-depth analysis of teachers' professional experiences, nor has it sufficiently examined how vulnerability, governance, and agency intersect in everyday school life.

The normative configuration presented in this literature review constitutes the institutional backdrop against which disciplinary practices are enacted. Understanding how these legal provisions structure possibilities for action provides the foundation for the theoretical analysis that follows.

### 3. Theoretical Framework

This chapter develops the theoretical framework guiding the analysis of disciplinary governance under *Ley Aula Segura* in the Chilean educational system. Rather than approaching disciplinary policy as a neutral administrative tool or a set of rules to be uniformly implemented, the framework conceptualizes policy as a form of governance that operates through market rationalities, disciplinary mechanisms, and situated enactment. The framework integrates perspectives from critical analyses of neoliberal educational governance, Foucauldian accounts of discipline and biopolitics, policy enactment theory, and the concept of structural violence in order to examine how disciplinary practices are produced, interpreted, and legitimized within unequal institutional contexts.

These perspectives allow the study to analyze discipline as a relational and context-dependent process shaped by contextual factors of a stratified reality. The framework moves analytically from macro-level transformations in educational governance, to meso-level disciplinary mechanisms, and finally to micro-level processes of policy enactment and professional identity construction. In doing so, it provides the conceptual tools necessary to examine how teachers navigate disciplinary mandates and make decisions.

#### 3.1. Neoliberal Governmentality and the Performative State in Education

The contemporary Chilean school system did not simply emerge from policy decisions; it was engineered within a broader neoliberal project that found fertile ground in Pinochet's dictatorship. As Verger et al. (2019) note, the privatization of education was not an isolated reform but a deliberate restructuring of the state itself, carried out under authoritarian control and political repression. Guided by the prescriptions of the Chicago School of Economics, this redesign rested on two pillars: the systematic transfer of public responsibilities to private actors, and the institutionalization of choice and competition as the governing principles of schooling.

Within a short period, the hypervigilant state and the performative market had become firmly established. This neoliberal rationale, however, is not an opposition between a growing private market and a shrinking State; it is a process of "hybridization" (Laval, 2019).

The welfare State was swiftly replaced with an enabling State that would set the arena for public and private competition. The installation of a voucher system, parents' choice and academic freedom as core values, and a rapid increase in private offer were all consequences of this transformation (Falabella, 2019).

The transition to democracy did not undermine the neoliberal foundations of Chile's educational system; instead, it recalibrated them within a new political context. When *la Concertación*<sup>2</sup> assumed power, it inherited a school system already structured around market principles which operated under the constraints of a negotiated transition (Falabella, 2019). Rather than dismantling these policies, successive center-left governments worked through the existing framework, layering corrective measures onto a model whose core pillars remained intact. This continuity was not accidental. Pinochet's Constitutional arrangements that privileged freedom of education over the right to education, and established high quorum requirements that functioned as coercive lock-in mechanisms that effectively foreclosed the possibility of genuinely transformative reform (Ruiz Schneider, 2019).

As the market-oriented architecture of Chilean schooling consolidated, a broader international reorientation in educational discourse began to take shape. By the late 1990s and 2000s, critiques of neoliberal reform increasingly centered on the gap in educational quality appeared. Coverage and access—once the primary objectives of reform—were gradually displaced by quality as the dominant policy concern (Ruiz Schneider, 2019). In the Chilean case, this reorientation was channeled through a complementary conceptual triad: the performative State, human capital, and the “effective schools” paradigm (Ruiz Schneider, 2019).

Within this framework, the performative State played a central role by reinforcing the assumption that market dynamics were not subject to political contestation and therefore could not be directly regulated (Ruiz Schneider, 2019). State intervention was instead redirected toward the regulation of outcomes rather than structures, primarily through intensified systems of evaluation, oversight, and accountability—an approach consistent with broader neoliberal modes of governance (Falabella & Parcerisa, 2017). The concept of

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<sup>2</sup> *La Concertación* (Concertación de Partidos por la Democracia) was a center-left political coalition in Chile formed in the late 1980s. It united political a large number of political parties and held the presidency from 1990 to 2010.

human capital further displaced attention away from material and structural inequalities, reframing educational inequality as an abstract and individualized problem of skills accumulation and productivity rather than as a consequence of unequal social and economic conditions (Brown, 2015).

In this context, responsibility for addressing the inequality in Chilean education was relocated to schools and teachers, whose quality and effectiveness came to be treated as the primary policy levers. The effective schools paradigm was successfully adopted in Chile. Thus, Chile became fully compatible with a hegemonic framework that left students' socioeconomic inequality largely unproblematic, as long as educational success was measurable through quantifiable indicators. As Ball (2003; 2012) argues, performative regimes transform schooling into a calculable field governed by comparison, ranking, and surveillance, in which standardized testing and performance metrics legitimize intensified external oversight rather than redistributive or structural intervention.

Recent reform efforts have sought to challenge some of these dynamics. Herrera Jeldres (2019) argues that the *Ley de Inclusión Escolar* represents one of the most significant attempts to disrupt the selective and reproductive logic of Chilean education by prohibiting student selection and institutional filtering practices. By limiting schools' capacity to exclude students on academic or socioeconomic grounds, this reform aimed to approximate the original aspirations of the effective schools paradigm, namely, that schools should be capable of counteracting the influence of prior social conditions and human capital without needing to filter students. Nevertheless, these initiatives have operated within a broader governance framework that continues to privilege performance, accountability, and institutional competition.

Progressive and student-led mobilizations exposed the limits of market-based governance and demanded greater State intervention. However, because the underlying market architecture remained intact, state responses often took the form of intensified regulation, evaluation, and control, thereby extending managerial logics rather than displacing them (Falabella, 2019).

In summary, contemporary Chilean education is the product of a decades-long process of reform guided by neoliberal principles that have remained remarkably resilient across

political regimes. While successive waves of contestation and policy reform have sought to address the inequities generated by market-based governance, these efforts have largely operated within the same institutional and ideological framework. Therefore, state intervention has tended to take the form of intensified regulation rather than structural redistribution or a substantive redefinition of education as a right.

While the previous section examined the consolidation of neoliberal educational governance in Chile at the level of policy architecture and institutional rationalities, these transformations do not operate solely through abstract market mechanisms or administrative reforms. They are translated into everyday school practices through specific technologies of regulation, surveillance, and sanction. Neoliberal and performative modes of governance thus materialize within institutions through disciplinary arrangements that structure conduct and normalize behavior. The following section develops a Foucauldian analysis of disciplinary power and biopolitical regulation in order to examine how institutional control, risk management, and exclusion are organized in contemporary educational settings.

### **3.2. Disciplinary Power, Biopolitics, and Educational Governance**

This study conceptualizes disciplinary governance in schools through Michel Foucault's analyses of disciplinary power and biopolitical regulation. In *Discipline and Punish* (1977), Foucault describes the historical emergence of disciplinary mechanisms based on surveillance, normalization, examination, and hierarchical observation. These techniques operate by rendering individuals continuously visible, classifiable, and comparable—thus manageable—thereby producing compliant and self-regulating subjects. Schools, alongside prisons, hospitals, and military institutions, constitute central sites for the operation of disciplinary power.

In contemporary educational systems, these disciplinary mechanisms are articulated with neoliberal forms of governmentality. In *The Birth of Biopolitics* (2008), Foucault conceptualizes neoliberalism as a mode of governance that operates through competition, risk management, and individual responsabilization. Rather than governing through direct coercion, neoliberal regimes shape conduct by assigning institutions and individuals responsibility for managing uncertainty and demonstrating performance. In education, this

rationality positions schools as semi-autonomous units accountable for safety, order, and results, while teachers are increasingly expected to regulate student behavior in accordance with institutional and regulatory demands.

Within this framework, discipline is reconfigured as a mechanism of risk management. Disciplinary interventions are oriented not primarily toward pedagogical correction, but toward the prevention and containment of perceived threats to institutional stability. Expulsion and enrollment cancellation thus function as biopolitical instruments that regulate student populations by removing individuals identified as sources of risk. These practices contribute to the management of institutional liability, dismissing the possibility of transformation of underlying social conditions.

Within this context, *Ley Aula Segura* operates as a disciplinary technology that strengthens institutional authority and formalizes exclusionary interventions. The law delegates significant discretionary power to school administrators, while requiring extensive documentation and procedural compliance. Central to this process is the RICE, which codifies behavioral norms and sanctions. Through detailed classifications of offenses and penalties, the RICE institutionalizes what Foucault (1977) describes as a “punishing universality,” in which all conduct becomes classified and sanctionable.

This regulatory architecture standardizes disciplinary practices across schools and facilitates the routinization of exclusion. Minor infractions, accumulative behavioral records, and discretionary interpretations of “serious misconduct” become mechanisms through which students are progressively positioned as disciplinary cases. In this way, *Ley Aula Segura* intensifies existing technologies of surveillance, classification, and normalization.

These routine practices exemplify the microphysics of power through which disciplinary control is exercised in everyday institutional interactions, while disciplinary records and classifications function as forms of power-knowledge that authorize particular interpretations of student conduct.

At the professional level, these dynamics reshape teachers’ roles. Educators are positioned as frontline agents of disciplinary governance responsible for identifying risks, documenting incidents, and initiating administrative procedures. Pedagogical judgment becomes increasingly subordinated to institutional compliance and risk avoidance. As a

result, teachers' professional practices are reoriented toward monitoring, reporting, and self-protection, reinforcing forms of anticipatory conformity and defensive decision-making.

Disciplinary sanctions are understood not as isolated responses to individual misconduct, but as components of a broader governance regime that regulates student trajectories, institutional reputations, and professional conduct. *Ley Aula Segura* thus functions as a technology of power that aligns disciplinary practices with neoliberal imperatives of accountability, security, and risk management.

This Foucauldian analysis reveals how *Ley Aula Segura* operates as a technology of power, embedding disciplinary and biopolitical rationalities within schools' regulatory architecture. However, this framework section does not fully account for how such policies are actually interpreted and negotiated by actors on the ground. To understand how macro-level rationalities translate into micro-level practice, the analysis now shifts from the mechanisms of power to the situated processes of policy enactment. The following section examines how teachers interpret, mediate, and respond to disciplinary mandates, and how these processes shape professional identity and agency within an increasingly regulated environment.

### **3.3. Policy Enactment, Professional Identity, and Agency**

This study approaches educational policy not as a set of rules that are linearly implemented, but as a process that is enacted within specific institutional, relational, and material contexts. Drawing on Ball, Maguire, and Braun's (2012) conceptualization of policy enactment, policy is understood as something that is interpreted, translated, and negotiated by actors within schools rather than mechanically applied. From this perspective, schools are not passive recipients of policy mandates, but active sites where policies are made meaningful through everyday practices.

The authors (2012) argue that policy does not enter schools as a finished object with a single, fixed meaning. Instead, it arrives as a "set of texts, discourses, and expectations" that must be worked upon by teachers, administrators, and other educational actors. Policy enactment is therefore a collective and situated process shaped by institutional histories,

available resources, professional cultures, and local constraints. What policy “becomes” in practice depends on how actors interpret its demands and reconcile them with existing norms, values, and working conditions.

Central to this approach is the recognition that policy operates through limits as much as through prescriptions. While policies shape the field of what is possible by defining responsibilities, they do not fully determine action. Actors encounter spaces of ambiguity, contradiction, and indeterminacy within policy texts, which can become sites of professional judgment and creativity. These spaces do not necessarily imply resistance in an overt or oppositional sense; rather, they involve pragmatic negotiation, selective compliance, and contextual adaptation. Policy is thus “done by and done to teachers,” (Ball et al., 2012) producing particular subject positions and shaping professional identities.

Within performative and accountability-driven systems, policy enactment has profound implications for professional identity. The authors emphasize that contemporary educational policies increasingly govern through performativity, comparison, and evaluation, transforming teaching into a visible, measurable, and auditable activity. In this context, professional identity is reshaped by constant scrutiny and the need to demonstrate effectiveness, compliance, and institutional reliability. This constant surveillance of teachers impacts them affectively. Teachers’ sense of purpose, legitimacy, and self-worth becomes increasingly tied to their capacity to meet externally defined standards.

Policy enactment thus involves not only practical decisions but also emotional and moral labor. Teachers are required to balance competing demands: pedagogical commitments, institutional expectations, ethical concerns, and personal beliefs. The enactment of disciplinary policies, in particular, places teachers in situations where professional judgment is exercised under conditions of uncertainty and potential accountability. Decisions are made with an awareness of possible consequences for students, for the institution, and for the teacher’s own professional standing.

Importantly, Ball et al.’s (2012) framework rejects the notion of policy as a totalizing form of power. While policies exert real pressure and shape conduct, they are always mediated through human action. Agency is neither eliminated nor fully independent; it is exercised within structured conditions that constrain and enable different forms of response.

Teachers act within a policy environment that reconfigures possible action, but they define this action through interpretation, negotiation, and professional sense-making.

Thus, policy can be understood as an economy of discourses and practices that produces particular “truths” about schools, teachers, and students, while simultaneously opening and closing spaces of action. Policy defines problems, legitimizes certain interventions, and frames responsibility, but its effects are contingent on how it is enacted in concrete settings. This understanding is especially relevant for analyzing disciplinary governance, where policies reshape the boundaries of acceptable conduct.

In this study, the concept of policy enactment provides a key analytical lens for examining how teachers engage with disciplinary mandates such as *Ley Aula Segura*. Rather than assuming uniform implementation, this framework directs attention to how teachers interpret policy demands, navigate institutional pressures, and exercise agency within the limits imposed by accountability and disciplinary regimes. It also allows for an examination of how policy enactment contributes to the ongoing construction of professional identity under conditions of neoliberal governance and heightened regulation.

### **3.4. Structural Violence and Educational Context**

To complement the analysis of disciplinary governance and policy enactment, this study draws on Johan Galtung’s concept of structural violence to conceptualize the broader conditions within which school conflict and disciplinary practices emerge. Unlike direct or interpersonal violence, structural violence refers to forms of harm that are embedded within social, political, and economic arrangements, systematically constraining individuals’ life chances and preventing them from achieving their full potential (Galtung, 1969). This form of violence is often invisible, normalized, and stable over time, operating through unequal distributions of power, resources, and opportunities.

Galtung (1990) argues that structural violence is reproduced through mechanisms such as penetration, marginalization, fragmentation, and segmentation, which shape subjectivities and limit the capacity for collective recognition and resistance. These mechanisms are particularly relevant in educational systems marked by socioeconomic

inequality, institutional stratification, and differential access to resources, as in the Chilean case (Hidalgo-Bazán, 2025). In such contexts, schools do not merely respond to violence; they are situated within structures that produce vulnerability, frustration, and exclusion as ordinary conditions of schooling.

From this perspective, school violence cannot be reduced to the outcome of individual behavior or interpersonal conflict. Instead, violence is situated within structural arrangements that organize competition, selection, and unequal educational trajectories. These conditions shape how conflict is perceived, narrated, and addressed within schools, often framing violence as a problem of individual deviance rather than as an expression of systemic inequality.

For teachers, these structural conditions shape the interpretive frameworks through which violence is understood and managed. Educators' accounts of school conflict frequently reference socioeconomic hardship, family instability, institutional constraints, and limited resources as underlying factors influencing student behavior. Structural violence therefore operates not only at the level of material conditions, but also at the level of meaning-making, informing how teachers perceive responsibility, possibility, and constraint in their professional practice.

By incorporating structural violence as a complementary analytical lens, this study situates disciplinary governance and policy enactment within a broader social context. This allows for an interpretation of school violence that avoids individualization and moralization, while highlighting the structural conditions that shape both student experiences and teachers' disciplinary decision-making.

Taken together, the perspectives developed in this chapter conceptualize disciplinary policy as a mode of governance that operates across multiple levels of educational practice. Neoliberal governmentality provides the broader rationality through which schools are held accountable for order, safety, and performance; Foucauldian analyses of disciplinary power illuminate the concrete mechanisms through which conduct is made manageable; and policy enactment theory foregrounds the interpretive and situated ways in which these mechanisms are translated into everyday professional practice. Therefore, *Ley Aula Segura* should be

understood as a regulatory framework that reshapes institutional priorities, professional responsibilities, and the conditions under which disciplinary decisions are made.

This framework therefore directs analytical attention away from questions of formal implementation and toward the lived processes through which disciplinary governance is enacted within schools. These theoretical assumptions inform the design of the present study by framing disciplinary practices as contextual and negotiated. The following methodology chapter builds on this framework by outlining a research strategy capable of examining both the structural distribution of sanctions and the meanings teachers attribute to their disciplinary practices, combining quantitative and qualitative approaches to capture how disciplinary governance is produced in practice.

## 4. Methodology

### 4.1. Research Design

This study adopts an explanatory sequential mixed-methods design (Creswell & Plano Clark, 2018). This design is appropriate when quantitative analysis is used to identify patterns in social phenomena and qualitative inquiry is subsequently employed to interpret how those patterns are produced in practice. In the present research, the design allows the study to examine both the distribution of disciplinary sanctions under *Ley Aula Segura* and the professional meanings teachers attribute to those practices.

The research begins with a quantitative phase analyzing administrative data on expulsions and enrollment cancellations between 2020 and 2024. This phase seeks to determine whether systematic differences in sanction patterns exist across schools with varying levels of *Índice de Vulnerabilidad Escolar* (Henceforth IVE). The results of this analysis provide an empirical map of how disciplinary governance is distributed across institutional contexts.

The second phase consists of semi-structured interviews with teachers working in schools where *Ley Aula Segura* procedures have occurred. This phase aims to explain and deepen the quantitative findings by examining how teachers interpret disciplinary policies, how they experience institutional pressures, and how these processes shape their professional identities and practices.

The two phases are analytically connected. Quantitative patterns guide the thematic orientation of the interviews and inform the interpretation of teachers' narratives, while qualitative findings provide insight into the institutional mechanisms and professional judgments that underlie statistical tendencies. Integration therefore occurs at the level of interpretation, where distributional patterns and professional accounts are analyzed together in order to understand how disciplinary governance is produced in practice.

## 4.2. Philosophical Assumptions

This study is grounded in a Critical Realist philosophical orientation (Bhaskar, 2008; McEvoy & Richards, 2006) which provides a coherent ontological and epistemological basis for the research design. Critical Realism conceptualizes social reality as stratified, distinguishing between observable events, underlying structures, and generative mechanisms that give rise to empirical patterns. From this perspective, social phenomena are not fully explained by surface regularities alone, but require analysis of the deeper mechanisms and contextual conditions through which they are produced.

This orientation is particularly suited to the present study, which examines the relationship between structural conditions, such as school vulnerability and disciplinary policy frameworks; observable outcomes, such as patterns of expulsions and enrollment cancellations; and teachers' interpretive and meaning-making practices. CR allows these dimensions to be analyzed as analytically distinct yet causally interconnected, avoiding both positivist reductionism and purely interpretive accounts detached from structural constraint.

Critical Realism also provides a strong rationale for the use of an explanatory sequential mixed-methods design. The quantitative phase identifies tendencies and patterned distributions in disciplinary sanctions across schools, while the qualitative phase explores the mechanisms, institutional processes, and interpretations through which these patterns are enacted and sustained in practice. Rather than treating quantitative and qualitative findings as separate forms of evidence, CR conceptualizes them as complementary modes of access to different layers of the same social reality.

Finally, CR offers a nuanced approach to the relationship between structure and agency. Teachers are understood neither as passive executors of policy nor as fully autonomous actors, but as situated agents whose practices are shaped by institutional constraints, accountability regimes, and vulnerability contexts, while still involving judgment, negotiation, and reflexive action. This perspective aligns with the study's analytical focus on how disciplinary policies are enacted in practice and how professional identity is constructed under conditions of governance, risk, and regulation.

### **4.3. Research Question**

How does the relationship between school vulnerability and student sanction patterns under *Ley Aula Segura* (2020–2024) influence teachers' professional identities and disciplinary practices in Chilean schools?

#### **4.4. Objectives**

##### **4.4.1. General Objective**

To examine how patterns of student sanction under *Ley Aula Segura* relate to school vulnerability between 2020 and 2024, and how these patterns influence teachers' professional identities and disciplinary practices in Chilean schools.

##### **4.4.2. Specific Objectives**

I. To determine the association between school vulnerability (IVE) and the type of sanction between 2020 and 2024.

II. To explore teachers' narratives and experiences regarding the implementation of *Ley Aula Segura* in their schools in the period 2020-2024.

III. To analyze disciplinary practices and teacher professional identities in relation to the *Ley Aula Segura* policy.

## 4.5. Quantitative Phase

The quantitative phase seeks to identify whether systematic differences exist in the distribution of disciplinary sanctions across schools with different levels of socioeconomic vulnerability. Rather than testing causal hypotheses, the analysis aims to map institutional tendencies in the application of expulsions and enrollment cancellations under *Ley Aula Segura*. By examining how sanctions are distributed across years, school levels, and vulnerability contexts, this phase establishes the empirical patterns that the qualitative stage later seeks to interpret and explain.

### 4.5.1. Data Sources

The quantitative phase draws on administrative materials from *Superintendencia de la Educación* and *Junta Nacional de Auxilio Escolar y Becas* (Henceforth JUNAEB). From *Superintendencia*, two sources were used. The first is an unpublished dataset containing records of expulsions and enrollment cancellations between 2020 and 2024, obtained through a formal request submitted under the *Ley de Transparencia* (*Superintendencia de la Educación*, 2025a). The second is a public technical document describing the structure, variables, and coding rules of the dataset (*Superintendencia de la Educación*, 2025b), which was used to ensure consistent interpretation of the data fields.

School vulnerability levels were obtained from JUNAEB's publicly available IVE datasets for the period 2022–2024. These data were used to match each school in the sanction dataset to its corresponding vulnerability percentage. Together, these sources provide both the empirical records and the contextual metadata necessary to conduct the analysis.

### 4.5.2. Variables

The analysis focuses on variables that allow the identification of sanction patterns across institutional contexts. These include the type of sanction applied—distinguishing between expulsion and enrollment cancellation—the number of sanction procedures recorded, and the school identifier *Rol Base de Datos* (Henceforth RBD), which enables the linkage of records across datasets. Additional contextual variables include school administrative dependence, geographical location, and the school's level of vulnerability as measured by the IVE.

The IVE is a composite indicator produced by JUNAEB that estimates the proportion of students in vulnerable socioeconomic conditions within each school. It is constructed using administrative and survey-based information on students' living conditions, household characteristics, and access to social benefits. In this study, the IVE functions as the principal contextual variable for comparing sanction distributions across schools.

#### 4.5.3. Analytical Procedure

The quantitative analysis seeks to determine whether sanction patterns differ systematically across school vulnerability contexts. Because the objective is to identify tendencies in institutional distributions rather than to estimate causal relationships, the analysis relies on comparative group techniques appropriate for explanatory mixed-methods research (Creswell & Plano Clark, 2018).

Sanction patterns were examined for the period 2020–2024, with subgroup analyses conducted by year and educational level— *Educación Básica* and *Media*<sup>3</sup>. However, the extremely low number of recorded cases in 2020 and 2021—10 and 33 cases per year respectively—limited the interpretive value of those years. For this reason, statistical comparisons focus primarily on the period 2022–2024, where case counts allow for more stable distributional analysis.

To examine whether sanction patterns differed across vulnerability levels, one-way analyses of variance (Henceforth ANOVA) were conducted for each subgroup. ANOVA is widely used to compare group means across multiple categories when the aim is to identify systematic differences between institutional context (Field, 2017). Diagnostic tests indicated violations of normality and homogeneity of variances in several subgroups. However, ANOVA is generally considered robust to such violations when sample sizes are large, as the Central Limit Theorem ensures that sampling distributions approximate normality as the number of observations increases (Field, 2017).

To strengthen analytical reliability, Kruskal–Wallis tests were also conducted as a non-parametric alternative. This test does not assume normally distributed data and is recommended when group comparisons involve skewed distributions or unequal variances

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<sup>3</sup> In the Chilean education system, *Básica* refers to primary education (grades 1–8), while *Media* refers to secondary education, which comprises four years from *1°* to *4° Medio* (grades 9–12).

(Field, 2017). Consistency in the direction of results across both ANOVA and Kruskal–Wallis tests was interpreted as evidence of stable tendencies rather than artefacts of statistical assumptions.

In line with the explanatory sequential design, the quantitative results are interpreted as indicative of patterned institutional tendencies that require explanation rather than as definitive causal findings. These patterns provide the empirical basis for the qualitative phase, where interview data are used to explore the institutional processes and professional interpretations through which disciplinary practices are enacted in schools.

## 4.6. Qualitative Phase

While the quantitative phase identifies how disciplinary sanctions are distributed across institutional contexts, the qualitative phase seeks to understand how these practices are experienced and interpreted by teachers. The purpose of this stage is not to generalize across schools, but to examine how disciplinary governance is enacted in everyday professional settings. Through interviews, this phase explores how teachers understand the logic of *Ley Aula Segura*, how institutional pressures shape their decisions, and how these experiences influence their professional identities and disciplinary practices.

### 4.6.1. Participants

Participants in the qualitative phase were classroom teachers who were working in their respective schools at the time when at least one sanction procedure under *Ley Aula Segura* had taken place. Teachers were not required to have personally initiated or managed the sanctioning process; rather, the inclusion criterion was having professional experience within a school context where *Ley Aula Segura* had been applied. This criterion was used to capture teachers' situated experiences of disciplinary governance at the institutional level.

A total of eight semi-structured interviews were conducted. One interview was subsequently excluded from the analysis because the interviewee held a formal academic coordination role rather than a classroom teaching position, which did not align with the study's focus on teachers' professional practice. The final qualitative sample therefore consisted of seven classroom teachers from seven different schools.

Schools and participants were selected primarily through convenience sampling, due to the practical difficulty of accessing cases involving expulsion or enrollment cancellation. Teachers were recruited through multiple access routes, including professional networks, such as LinkedIn, personal contacts, former students from university, and referrals. Interested teachers completed a brief Google Forms (See Appendix A) questionnaire to provide information regarding their role, school context, and availability, which allowed to verify eligibility according to the study's inclusion criteria.

Although the sampling strategy was not designed to achieve statistical representativeness, it was appropriate for the exploratory and explanatory aims of the

qualitative phase. The selected cases provided access to a range of school contexts in which *Ley Aula Segura* had been enacted, enabling an in-depth examination of how teachers interpret disciplinary policies and experience their effects on professional practice and identity.

A summary of participants' school characteristics, including vulnerability indicators, is presented in Table 1.

**Table 1. Characteristics of Qualitative Participants**

Participant	Gender	Teaching Experience (years)	School location	School Administration	School IVE (%)	Sanction Year
P1	Female	4	Puente Alto	Subsidized Private	86	2022
P2	Male	4	La Pintana	Subsidized Private	95	2025
P3	Male	4	Maipú	Subsidized Private	89	2025
P4	Male	4	Santiago	Municipal (DAEM)	85	2023
P5	Male	5	Puente Alto	Subsidized Private	77	2024
P6	Male	17	Talagante	Municipal Corporation	80	2022
P7	Female	11	Vitacura	Municipal (DAEM)	53	2022

*Note.* Some sanction years fall outside the quantitative analysis period (2020–2024) because the qualitative phase focused on teachers' current experiences.

#### 4.6.2. Data Collection

Data were collected using a semi-structured interview (Brinkmann & Kvale, 2015) which has been provided in Appendix B. The interview guide was organized into six thematic

blocks: school context and *convivencia escolar*; definitions of school violence; experiences with *Aula Segura*; institutional pressures and documentation practices; professional identity; and agency, negotiation, and resistance.

In addition, the interview guide was subject to preliminary validation procedures prior to data collection. First, the instrument was tested with a teacher who corresponded to the general profile of the study participants but was not included in the final sample. This pilot interview helped adjust the timing of the interview and provided insights into the clarity and relevance of the questions, leading to minor adjustments in their order. Also, the interview guide was reviewed by an expert researcher, who provided feedback on the clarity and coherence of the interview questions. Their feedback contributed to refining the instrument and ensuring its conceptual and methodological adequacy.

Notably, although the quantitative analysis focuses on 2020–2024, several teachers referred to cases occurring in 2025 or to situations not appearing in the administrative dataset. In some instances, participants described cases in which schools encouraged families to withdraw students before a formal expulsion process was completed. These situations may be understood as informal or negotiated exits that occur outside the official sanctioning protocol.

These accounts were retained because the qualitative phase seeks to understand how disciplinary governance operates in practice, not only how it is formally recorded. The coexistence of registered sanctions and informal practices was treated as analytically relevant, as it provides insight into how schools manage conflict, institutional risk, and student trajectories beyond the limits of administrative data.

#### **4.6.3. Analytical Procedure**

All interviews were audio-recorded and transcribed prior to analysis. Transcriptions were initially generated using TurboScribe an online automated transcription service, after which they were manually reviewed and corrected to ensure accuracy and consistency. During this revision stage, transcripts were also formatted to facilitate digital qualitative analysis.

The analytical process followed a Reflexive Thematic Analysis approach (Braun & Clarke, 2006; Braun & Clarke, 2020; Braun & Clarke, 2022), oriented toward identifying

patterns in how teachers interpret disciplinary practices, institutional pressures, and professional identity under *Ley Aula Segura*. Coding and memo-writing were conducted using QualCoder, an open-source qualitative analysis software, which enabled systematic organization of transcripts, codes, and analytic reflections.

To strengthen analytical rigor, the coding process was conducted collaboratively. The research team was divided into two subgroups, each of which independently coded the same interview. This shared coding exercise functioned as a calibration stage, allowing the team to compare coding decisions, discuss differences in interpretation, and reflect on emerging analytic directions. Instead of seeking statistical inter-coder agreement, this process was used to refine the conceptual sensitivity of the coding scheme and to ensure that themes captured the complexity of participants' accounts and the subjective interpretations of the researchers.

Following this stage, the remaining interviews were coded using the agreed analytical orientation. Throughout the process, memos were written to document emerging interpretations, connections between codes, and reflections on how interview narratives related to the quantitative findings. Themes were then developed inductively through discussion among the research team, focusing on identifying mechanisms, institutional logics, and interpretive patterns that could help explain the statistical tendencies observed in the quantitative phase.

Reflexive Thematic Analysis was conducted with an explicitly analytical orientation. Themes were developed in relation to the study's research question and theoretical framework, focusing on how disciplinary governance operates across different levels of school practice. In this sense, themes were constructed as interpretive explanations of institutional processes instead of simple summaries of participant accounts. Subthemes were used to organize how each broader theme unfolded through multiple interconnected mechanisms, allowing the analysis to move from general institutional patterns toward the specific practices through which they are enacted in everyday school contexts.

Together, these procedures allowed the analysis to remain both systematic and reflexive, ensuring that themes were grounded in the data while remaining theoretically informed by the study's framework on disciplinary governance and policy enactment.

#### **4.7. Ethical Considerations**

For the quantitative phase, only institutional data were used. The dataset was obtained legally through a transparency request, and no identifiable personal information is disclosed in this thesis.

In the qualitative phase, participants were fully informed about the study's objectives, procedures, and confidentiality measures prior to participation. Written informed consent was obtained from all participants (See Appendix C). Generic, non-identifiable names are used, and identifying details such as school names or specific institutional references have been removed.

Interview excerpts are presented in the original Spanish throughout this thesis. This decision reflects our commitment to preserving participants' voices and the conceptual specificity of their accounts, consistent with the linguistic positioning outlined in the Note on Language and Terminology.

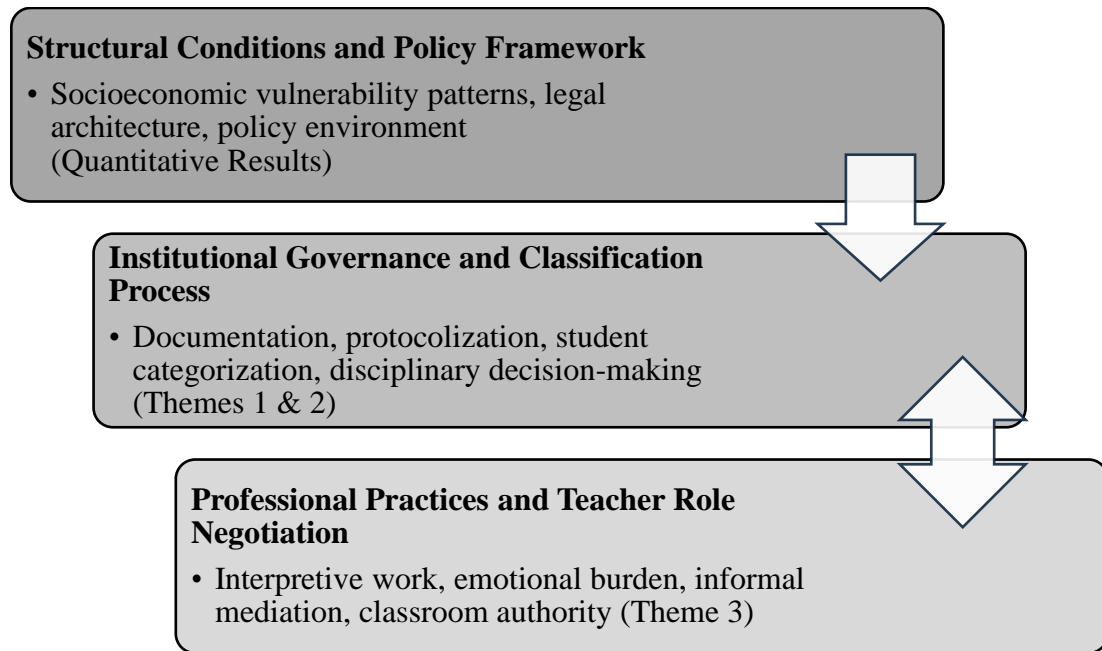
Audio recordings and transcripts are stored securely and are accessible only to the research team. Participants were informed of their right to withdraw from the study at any stage without consequence. Given the sensitive nature of disciplinary cases and institutional practices, particular care was taken to avoid producing descriptions that could indirectly identify specific schools or communities.

## 5. Results

This chapter presents the findings of the study, integrating quantitative and qualitative evidence to examine how disciplinary governance operates in Chilean schools under *Ley Aula Segura*. The results are organized in two complementary stages. First, the quantitative analysis identifies structural patterns in the distribution of exclusionary sanctions, revealing how disciplinary measures are concentrated across particular institutional and socioeconomic contexts. Second, the qualitative analysis explores the mechanisms through which these patterns acquire meaning in practice, focusing on how institutional processes, interpretive frameworks, and professional experiences shape the management of school conflict.

The chapter presents quantitative and qualitative phases as sequential and mutually informative. The quantitative findings establish the structural conditions within which disciplinary practices unfold, while the qualitative findings help explain how these conditions are interpreted, enacted, and negotiated in everyday school life. Together, these results provide an integrated account of disciplinary governance that connects observable patterns with the institutional and professional processes that produce them.

To guide the interpretation of the findings, Figure 1. presents a schematic representation of how disciplinary governance is examined in this study through a Critical Realist framework. The diagram illustrates the interaction between structural conditions (macro level), institutional arrangements (meso level), and professional practices (micro level), highlighting how these dimensions operate as interconnected aspects of the same social reality. This conceptual map serves as a reference point for understanding how the quantitative patterns and qualitative mechanisms presented in this chapter relate to one another.



*Figure 1. Schematic representation of disciplinary governance across macro, meso, and micro levels, illustrating how structural conditions, institutional arrangements, and professional practices interact to produce disciplinary outcomes in Chilean schools.*

Following this overview, the chapter first presents the quantitative results before moving to the qualitative analysis, where the themes are organized to show how institutional governance, student classification processes, and transformations in the teaching role interact to shape disciplinary practice in Chilean schools.

### 5.1. Quantitative Results

The quantitative analysis examines how disciplinary sanctions under *Ley Aula Segura* are distributed across schools with different levels of socioeconomic vulnerability. Drawing on administrative records matched with IVE, this section first describes the overall distribution of sanctions and vulnerability across years and educational levels. It then evaluates whether differences between expulsion and enrollment cancellation are statistically detectable, and interprets these patterns in relation to the broader concentration of sanctions within vulnerable institutional contexts. Altogether, these analyses establish the empirical baseline that informs the qualitative exploration of disciplinary governance in the following chapter.

### 5.1.1. Descriptive Overview

A total of 5,999 disciplinary case files from schools applying *Ley Aula Segura* were analyzed for the period 2022–2024. Cases were categorized by educational level—*Básica* and *Media*—and by the two exclusionary sanctions recorded in the dataset: expulsion and enrollment cancellation. While expulsion refers to the immediate removal of a student from the school, enrollment cancellation refers to the termination of enrollment for the following academic year. Both measures therefore represent forms of institutional exclusion.

Across all cases, the overall mean IVE is 0.805. Because the IVE ranges from 0 to 1, where higher values indicate greater socioeconomic vulnerability, this result indicates that schools applying *Ley Aula Segura* sanctions are concentrated in highly vulnerable contexts. This concentration is consistent across years and educational levels (See Table 2).

Within this already elevated distribution, a second descriptive tendency emerges. In most year–level combinations, schools applying expulsion present slightly higher mean IVE values than those applying enrollment cancellation. The observed differences range from 0.017 to 0.046 IVE points. The largest difference appears in *Básica* 2023 (0.806 vs. 0.760), while the smallest occurs in *Media* 2024 (0.833 vs. 0.811).

**Table 2. Descriptive Statistics of IVE by Sanction Type, Year, and Educational Level**

Year	Level	Sanction	Cases	Mean IVE	SD	Median	Range
2022	Básica	Expulsion	205	0.836	0.120	0.870	0.31-1.00
		Cancellation	214	0.791	0.153	0.830	0.35-0.99
2022	Media	Expulsion	363	0.817	0.134	0.860	0.34-0.99
		Cancellation	286	0.788	0.143	0.830	0.31-0.99
2023	Básica	Expulsion	285	0.806	0.141	0.854	0.304-0.989
		Cancellation	318	0.760	0.144	0.804	0.238-0.989
2023	Media	Expulsion	712	0.819	0.130	0.860	0.309-1.00
		Cancellation	413	0.792	0.155	0.840	0.231-0.988
2024	Básica	Expulsion	304	0.804	0.124	0.840	0.29-0.98
		Cancellation	455	0.787	0.133	0.820	0.24-1.00
2024	Media	Expulsion	984	0.833	0.110	0.860	0.33-0.99
		Cancellation	660	0.811	0.123	0.840	0.41-0.99

*Note: SD = Standard Deviation. Total N = 5,999 cases across all groups.*

Taken together, these descriptive results indicate two simultaneous patterns. First, *Ley Aula Segura* sanctions are overwhelmingly concentrated in high-vulnerability school contexts. Second, within this already restricted vulnerability range, expulsion tends to be associated with slightly higher IVE levels than enrollment cancellation.

### 5.1.2. Inferential Analysis

To examine whether the observed mean differences were statistically detectable, group comparisons were conducted separately for each year and educational level using one-way ANOVA. Because diagnostic tests indicated violations of normality in several subgroups (See

*Detectable* differences between sanction groups appear in five of the six year–level combinations analyzed. In *Básica*, statistically detectable differences are observed in 2022 ( $F = 11.37, p = 0.001$ ) and 2023 ( $F = 16.00, p < 0.001$ ), but not in 2024 ( $F = 3.12, p = 0.078$ ). In *Media*, detectable differences are present across all three years: 2022 ( $F = 6.97, p = 0.008$ ), 2023 ( $F = 9.72, p = 0.002$ ), and 2024 ( $F = 14.92, p < 0.001$ ).

**Table 3**), Kruskal–Wallis tests were also performed as a non-parametric alternative.

Detectable differences between sanction groups appear in five of the six year–level combinations analyzed. In *Básica*, statistically detectable differences are observed in 2022 ( $F = 11.37$ ,  $p = 0.001$ ) and 2023 ( $F = 16.00$ ,  $p < 0.001$ ), but not in 2024 ( $F = 3.12$ ,  $p = 0.078$ ). In *Media*, detectable differences are present across all three years: 2022 ( $F = 6.97$ ,  $p = 0.008$ ), 2023 ( $F = 9.72$ ,  $p = 0.002$ ), and 2024 ( $F = 14.92$ ,  $p < 0.001$ ).

**Table 3 Inferential Statistical Results and Assumption Checks**

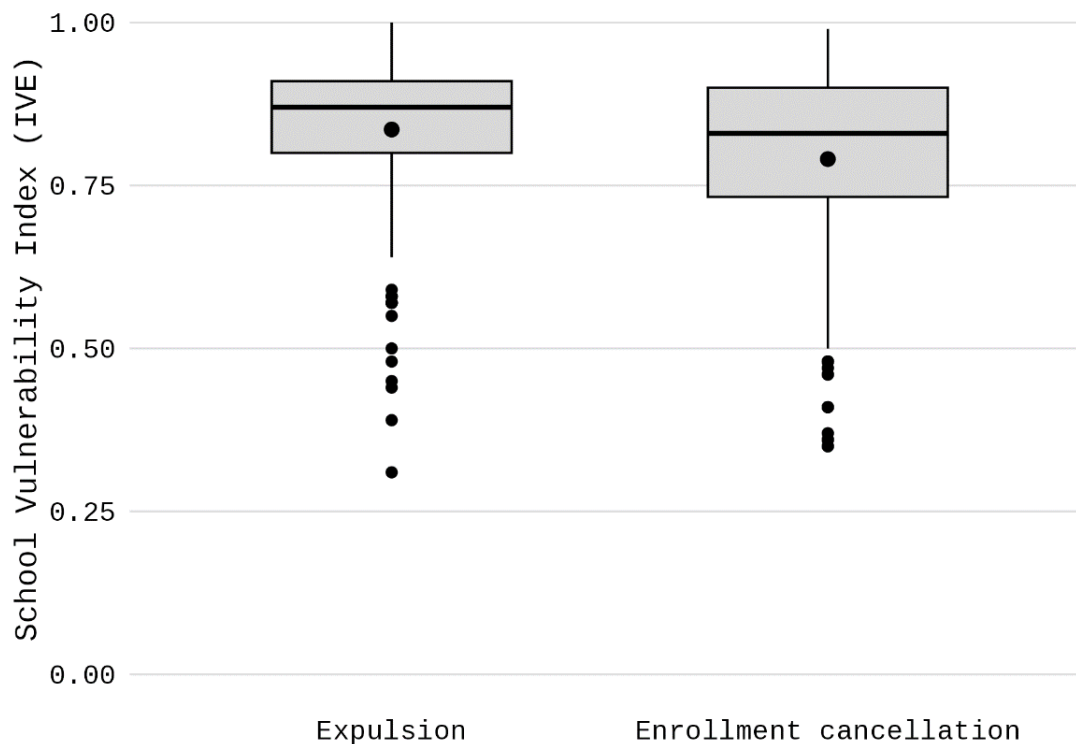
Year	Level	ANOVA F	p-value	$\eta^2$	K-W p	Normality	Homogeneity
2022	Básica	11.37	<b>0.001</b>	0.027	<b>0.002</b>	Violated	Violated
	Media	6.97	<b>0.008</b>	0.011	<b>0.002</b>	Violated	Satisfied
2023	Básica	16.00	<b>&lt;0.001</b>	0.026	<b>&lt;0.001</b>	Violated	Satisfied
	Media	9.72	<b>0.002</b>	0.009	<b>0.039</b>	Violated	Violated
2024	Básica	3.12	0.078	0.004	0.097	Violated	Satisfied
	Media	14.92	<b>&lt;0.001</b>	0.009	<b>&lt;0.001</b>	Violated	Violated

Note:  $\eta^2$  = Eta squared (effect size); K-W = Kruskal-Wallis test. Bolded p-values indicate statistical significance ( $p < 0.05$ ).

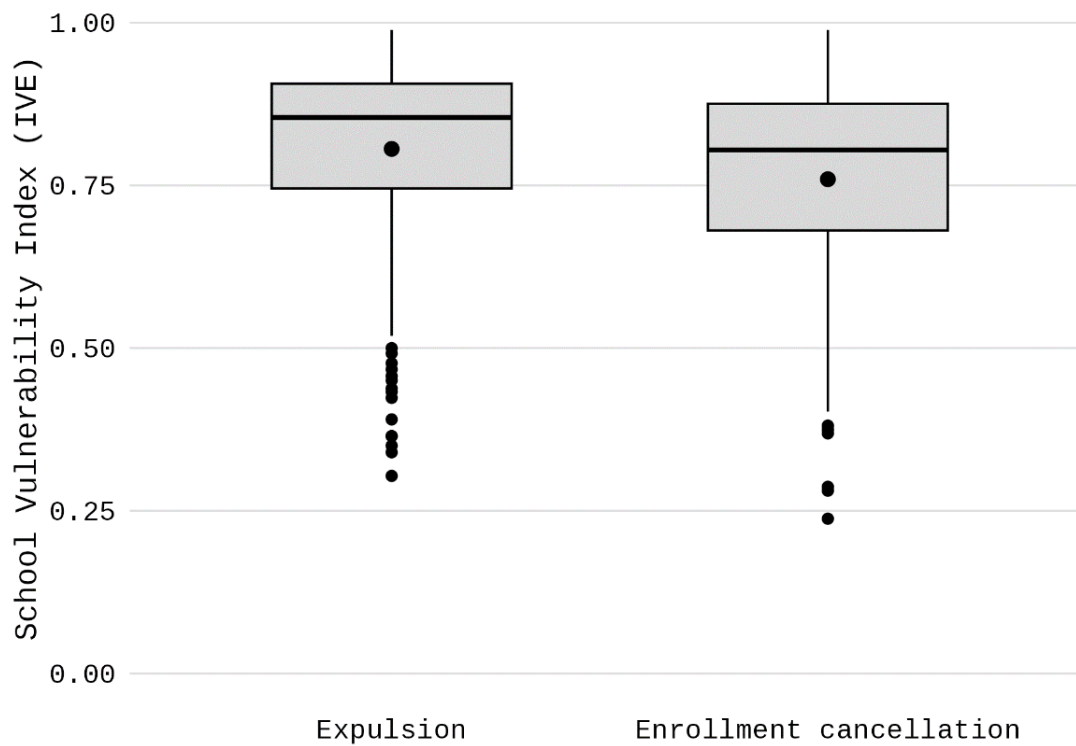
The Kruskal–Wallis tests align with these results, producing p-values below 0.05 in the same five cases and confirming the non-significant result for *Básica* 2024 ( $p = 0.097$ ). The convergence between parametric and non-parametric tests suggests that the detected differences are consistent.

Effect sizes, measured by eta squared ( $\eta^2$ ), are consistently small, ranging from 0.009 to 0.027. Rather than indicating the absence of meaningful structural patterns, these small values are partly attributable to the restricted variability of the dataset. Because *Ley Aula Segura* sanctions are already concentrated in highly vulnerable schools overall, the statistical room for between-group differentiation is limited. In other words, the primary quantitative pattern lies not in large differences between sanction types, but in the broader concentration of sanctions within high-IVE contexts.

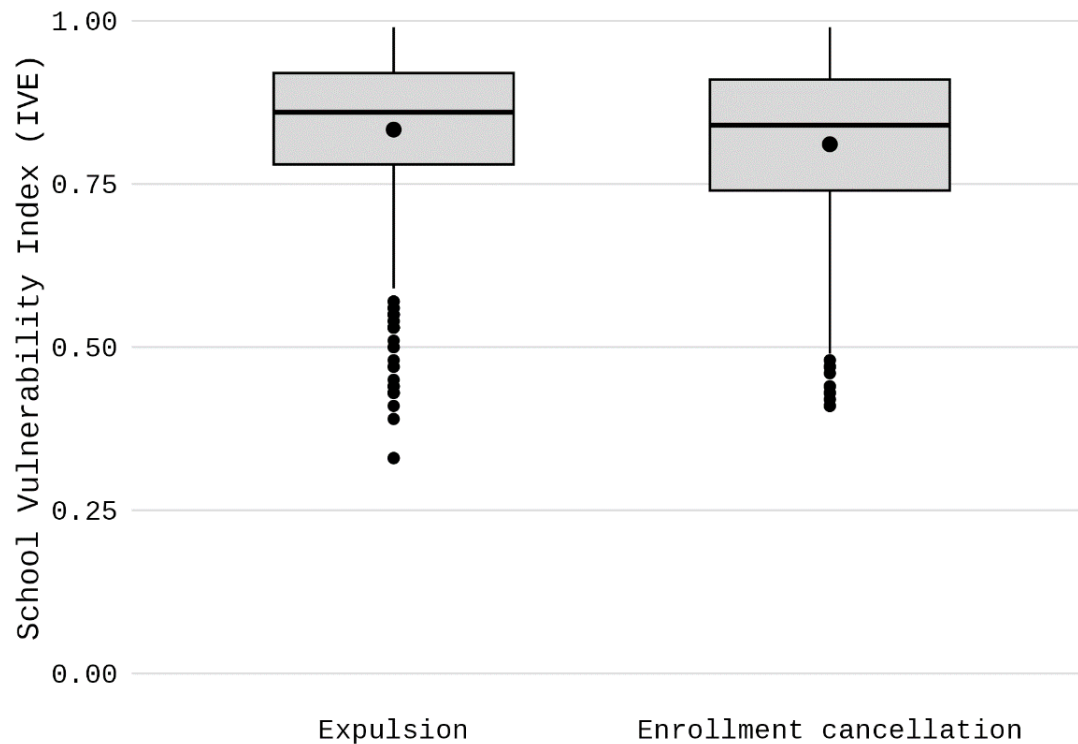
The boxplots (Figures 2–4) visually reinforce these statistical patterns. Across all years and educational levels, the distributions of IVE remain concentrated at high values, confirming that *Ley Aula Segura* sanctions are predominantly applied in vulnerable school contexts. In most cases, the median and mean values for expulsion appear slightly higher than for enrollment cancellation; however, the substantial overlap between the interquartile ranges indicates that the two sanction types are applied within largely similar vulnerability environments. The visual evidence therefore supports the statistical interpretation: differences between sanction types exist, but they occur within a broader structural concentration of sanctions in high-vulnerability schools.



**Figure 2. Distribution of School Vulnerability Index (IVE) by sanction type in Media education, 2022.**



**Figure 3. Distribution of School Vulnerability Index (IVE) by sanction type in Básica education, 2023.**



**Figure 4. Distribution of School Vulnerability Index (IVE) by sanction type in Media education, 2024.**

Figures for the remaining year–level combinations are provided in Appendix D. and display the same distributional pattern.

In summary, these results indicate that vulnerability is associated with sanction type in most contexts, but that this association operates within an already high vulnerability distribution. *Ley Aula Segura* sanctions tend to occur in vulnerable schools generally, while differences between sanction types represent comparatively modest variation within that broader structural concentration.

## 5.2. Synthesis of Quantitative Findings

The quantitative analysis reveals a consistent but nuanced pattern in the sanctions applied under *Ley Aula Segura* across the educational system between 2022 and 2024. First, a statistically significant association exists between school vulnerability and the severity of disciplinary sanctions in most contexts. In five of the six year–level combinations analyzed, schools that applied expulsion exhibited significantly higher mean vulnerability indexes than those that opted for enrollment cancellation, indicating a systematic association between

higher school vulnerability and the application of expulsion. However, despite statistical significance, the practical magnitude of this association is small. Effect sizes ( $\eta^2$ ) range from 0.009 to 0.027, indicating that school vulnerability accounts for only 0.9% to 2.7% of the variance in sanction decisions. Substantial standard deviations and overlapping ranges between sanction groups suggest that while mean differences exist, individual schools across the vulnerability spectrum apply both types of sanctions. Thus, Vulnerability, while statistically relevant, is not determinative.

Second, contextual and temporal variation in the association warrants attention. The pattern is strongest in *Media* where significant differences persist across all three years. In *Básica*, the association weakens over time, becoming statistically non-significant in 2024, suggesting that educational level and temporal factors may moderate how vulnerability relates to disciplinary decision-making.

Taken together, these findings support a probabilistic rather than deterministic interpretation: schools with higher vulnerability are more likely to apply expulsion, but vulnerability alone does not dictate sanction choice. The modest effect sizes and substantial within-group variability indicate that additional institutional, professional, and contextual factors shape how *Ley Aula Segura* is enacted in practice. These quantitative results establish an empirical baseline for the study, documenting a consistent association while highlighting its limits as a sufficient explanation. The following qualitative analysis builds upon this baseline to explore how institutional dynamics and everyday governance processes produce these patterns in practice.

### 5.3. Qualitative Results

The qualitative phase of this study was designed to examine how disciplinary governance operates in practice within Chilean schools, focusing on how educators interpret, negotiate, and enact institutional responses to conflict. While the quantitative analysis identified structural patterns in the distribution of sanctions, the qualitative findings explore the mechanisms through which these patterns acquire meaning in everyday school life.

Through Reflexive Thematic Analysis, three interconnected themes were developed to capture different dimensions of disciplinary governance as experienced by participants. These themes do not represent isolated categories but rather complementary analytical lenses through which the operation of disciplinary policy becomes visible. Each theme addresses a distinct level of the institutional process: the organizational structures through which conflict is managed, the interpretive frameworks through which students become recognizable disciplinary subjects, and the ways in which teachers' professional roles and identities are reconfigured under these conditions.

Within each theme, subthemes are used to organize the analysis and trace how broader institutional dynamics are assembled through multiple related processes. These subthemes do not function as independent findings but as analytical components that clarify how each theme unfolds in practice. Their purpose is explanatory, allowing the analysis to move from general patterns toward the specific mechanisms through which disciplinary governance is enacted in everyday school contexts.

These themes provide an interpretive account of how disciplinary policy operates not only through formal procedures but also through institutional narratives, professional experiences, and situated practices that shape how conflict is understood and addressed within schools.

### 5.3.1. Theme 1: The Institutional Apparatus Governing School Conflict

The findings revealed a systematic pattern for managing school conflict in educational institutions. Conflict was reorganized through bureaucratic mechanisms that prioritized documentation, procedural compliance, hierarchical authorization, and institutional traceability as the guiding framework for conflict management. Throughout participants' narratives, conflict became actionable only once it was formally inscribed and processed according to regulatory frameworks. The Theme and Subthemes demonstrated how documentation guided the handling of conflict in schools, influencing institutional reactions and teachers' options for action.

#### 5.3.1.1. Documentary Logic of Conflict Management

The findings indicated that, regardless of the initial pedagogical strategies teachers implemented during a conflict, there was a systematic institutional requirement to formally record what had happened. The documentation did not appear as an innate decision from the teacher but rather as an instruction from school administration or *Convivencia Escolar* that must be followed. In this sense, records were installed as a documentary practice within conflict management. Participants described this requirement as routine and expected. As Participant 1 explained “*tenemos que anotar en el fondo todo lo que pasa en la sala de clases [...] se nos solicita de parte de los administrativos poder anotar*”. This expectation was not merely individual but institutionally monitored. As Participant 6 described, teachers are required to report complex cases and review annotations alongside inspectors, positioning documentation within a framework of ongoing administrative oversight. Similarly, repeated behaviors had to be automatically documented: “*cuando se repite el patrón, hay que anotar. Hay que empezar a dejar como registro*” (Participant 3). These expressions emerged as part of the educational structure that established documentation as a central practice. The conflict in this framework was transformed into a documentary logic that became antecedent.

The persistent documentation in participants' narratives suggested that records were an organizational tool and a structural practice that organized the management of conflict itself. Teachers repeatedly described the documentation as a constant requirement. As Participant 7 expressed “*Las escuelas están un poco obsesionadas con el tema de los registros, de las declaraciones*”, emphasizing an almost compulsive institutional attachment

to written records. The choice of the word “obsessed” indicated that documentation exceeded practical necessity and became a defining feature of institutional culture. In the same way, Participant 5 manifested that the instruction is “*cualquier cosa: evidencia, evidencia, evidencia*”. This insistence on “evidence” suggested that the value of the records lied in their capacity to function as verification. Documentation became less about understanding the conflict and more about substantiating it. Additionally, Participant 6 explained that teachers were required to be explicit and objective, and to record incidents without delay, ideally within the same day. This emphasis on precision and timeliness was crucial to maintaining institutional credibility. Recording was thus framed as protection against future questioning. These narratives indicated that documentation acquired a preventive and anticipatory dimension, shedding light on the preparation of the ground for potential future scrutiny. Conflict was translated into written preemptive evidence, ensuring that, in case escalation occurred, the institution could demonstrate procedural compliance.

In this context, documentation acquired a protective function. The participants described keeping records to protect not only the institution but also themselves. As Participant 1 explained, documentation functioned as “*resguardo también para nosotros*”, especially when they had to justify future decisions. The protection was framed as anticipatory, as documentation worked as a buffer against possible challenges. This defensible orientation was reinforced by legal responsibility. Participant 7 highlighted: “*La escuela está mucho más preocupada de documentar, desde lo legal, porque [...] la superintendencia multa con lucas, entonces las escuelas no quieren perder plata*”, which reflected concern for sanctions of external inspections. The emphasis on legality suggested that documentation was oriented to institutional defensiveness more than pedagogical reflection.

Similarly, documentation operated as the condition through which conflict acquired formal recognition within the institution. Participant 2 stated “*si un profe decide no anotar algo, implica que eso no pasó de manera formal*”. This formulation revealed that conflict only acquired institutional existence once it was inscribed into the system. Hence, the absence of documentation produced administrative non-existence. Even the teachers who recognized that they did not systematically document situations in the classroom were aware of the risks this entailed. As described by Participant 4, when a teacher did not report a fight, the incident

could not be included in the investigation file because “*El profe no lo registró*”. Although the event occurred, its lack of formal recording prevented it from being considered in due process. The absence of formal inscription did not erase the incident, but it did deprive it of administrative existence. Thus, the institutional validity of the conflict largely depended on timely registration. The “pedagogical memory” or the direct experience, was rendered insufficient without written evidence. The conflict was no longer treated as a situational relational experience and was reconfigured as a documented case.

### **5.3.1.2. Protocolization and Procedural Standardization**

Along with the documentation, the protocols emerged as a predefined response to conflicts, configuring a pre-established course of action. The participants described sequences of actions that derived almost automatically in response to conflicts. They learned through formal training, where they were taught what to do: “*Primer paso, avisar. Segundo paso, tal cosa. Aplicar protocolos. Derivar*” (Participant 5). This narrative suggested the intervention followed a predesigned path. Also, Participant 1’s affirmation “*todos sabemos lo que tenemos que hacer, tenemos como unos papeles que jugar*”, reinforced the idea that the institutional response was scripted and distributed among the educational community with clearly delimited roles. Within this framework, the conflict activated an already established course of action where standardization of procedure tended to displace contextual interpretation and situated decision-making.

Beyond its predefined response, protocolization became routinized through repetition. Participant 3 reflected that “*Aula Segura en el liceo se ha aplicado muchas veces, entonces esto fue como algo bien rutinario,*”, suggesting that what once was an extraordinary measure had become part of the ordinary rhythm of school life. This repetition also appeared in descriptions of how conflicts “*se tiene[n] que reportar a convivencia escolar y es convivencia escolar la que inicia los procesos*” (Participant 7). The latter conveyed a sense that once something happened, a familiar chain of actions began almost automatically. The statement reported by Participant 2: “*Los profesores no preguntan nada, sólo aplican*”, captured the incorporation of these procedures into daily life becoming less a matter of active decision and more about expectation. Over time, teachers learned what to document, whom to call, and how to escalate automatically. This familiarity also shaped how conflict was

experienced. As procedures became a habit, they slowly defined what constitutes a suitable response, directing action along predetermined paths. Routinization did not seem dramatic or forced in this way. It developed through repetition and the silent accumulation of similar instances until the procedural pathway became the most recognizable and easily available way of managing conflict.

### ***5.3.1.3. Hierarchical Escalation and Centralized Decision-Making***

Additionally, Additionally, the final decisions followed a hierarchical flow that reinforced power centralization within the educational establishments. Although there were formal instances such as *consejo de profesores* or voting instances, participants described that the resolution was mostly aligned with the position of the administration. In some cases, the result was predetermined even prior to deliberation. As Participant 1 indicated, there were instances in which they already knew the administration's position before voting: "*muchas veces pasa eso que está convivencia escolar, las coordinaciones, o la misma dirección también uno sabe más o menos cuál es la postura que ellos están tomando antes de que nosotros votemos*". This suggested that the discussion was developed within a prior delimited framework. This verticality was also expressed in the regulation of everyday interventions. Participant 7 reported situations that were not resolved immediately because "*usted no puede hablar con el estudiante si no nos pregunta primero*". This evidence showed that even the pedagogical intervention was subject to higher authorization. In this context, some teachers acknowledged that they resisted decisions they considered unfair or predetermined. However, this opposition was not expressed on neutral ground. In addition, Participants expressed that some teachers avoid expressing disagreement with institutional decisions because of fear of labor consequences. As Participant 6 explained:

No todos los colegas lo hacen porque obviamente también tienen miedo, sobre todo los que son a contrata, a quejarse o plantear un punto de vista diferente a los equipos directivos, a los encargados de convivencia producto de que tienen miedo de perder la pega. (Participant 6)

Although there were dissenting voices, the hierarchical structure delimited the margins of action and established consequences for disobedience. The conflict was not only documented

and protocolized but also vertically escalated to instances where decision-making was concentrated.

#### ***5.3.1.4. Surveillance and the limits of teacher agency***

As an extension of this bureaucratic logic, surveillance operated as a mechanism that sustained the production of evidence and institutional traceability. The participants described the need to “*estar constantemente vigilando y anotando lo que pasa en la sala de clase*” (Participant 1), showing how continuous observation was integrated into daily practice; the reference to being perceived as “*policías internas*” (Participant 4) expressed the sensation that their work was oriented to control and supervision. Added to this is the spread of cameras and the constant review of audiovisual recordings as sources of evidence, expanding the monitoring in which teaching takes place (Participant 7). In this context, the teachers did not stop teaching, but their role was expanded to documentation and ensuring that each situation was properly supported. The surveillance targeted teachers themselves, extending responsibility beyond teaching to supervision and control.

However, surveillance did not fully eliminate teacher judgment. Within this pattern of governance, tensions also emerged and revealed specific forms of teaching agency. Some participants described attempts to prioritize repair and prevention over protocol activation. Participant 7 was positioned as an agent of repair, questioning the student’s expulsion: “*Otras voces como la mía, en la que me incluyo, que hablábamos de que sacarlo de la escuela era sentenciarlo*”. This posture introduced an alternative logic. Participant 7 framed the conflict as a pedagogical and ethical dilemma, where expulsion was understood as a decision with long-term consequences for the student’s trajectory.

However, these instances occurred within a structure that privileged formalization and institutional protection. Participant 6 highlighted the tension between their judgement and institutional limits:

[...] cada uno de nosotros lo tiene que resolver [conflicts], o en el café que nos tomamos en la sala de profesores, donde nosotros nos miramos y decimos ‘¿cómo tratamos esto?’ Nos damos señales, pero herramientas que yo reciba de parte del sistema de convivencia escolar, más allá de tener que seguirlas porque las tengo que seguir, no tengo herramientas así concretas para actuar. Tengo modos, tengo

protocolos que cumplir, que los tengo que acatar porque se me manda acatar los protocolos. (Participant 6)

Here, conflict resolution emerged as a collective and horizontal practice, constructed informally among colleagues in shared spaces of reflection. At the same time, pedagogical intervention was structured by vertical and bureaucratic mandates, where action was framed through compulsory protocols that had to be followed.

The limits of teacher agency were evident in the case of Participant 7. Despite engaging in explicit resistance against certain decisions alongside colleagues, they subsequently faced isolation and symbolic sanctions. The possibility of dissent appeared to be conditioned by work and hierarchical pressures, as Participant 6 pointed out with regard to the fear of "*perder la pega*," or Participant 2 when stating that refusing to follow guidelines could mean not continuing at the establishment. In this way, the management of conflict continued to be conditioned by administrative and legal implications, even when there existed individual attempts to reorient it to formative outcomes. The agency did not disappear, but it was exercised in a situated, negotiated, and sometimes precarious manner within an institutional structure of continuous surveillance.

Taken together, these components constituted a mode of governance that reshaped pedagogical engagement under logics of accountability and risk management. Relational events were converted into administratively traceable cases through the interconnected mechanisms of documentation, protocolization, hierarchical decision-making, and surveillance. While some forms of teacher agency still existed, they were used in institutional settings where organizational protection, legal defensibility, and procedural compliance were given priority. Within this framework, the meaning of conflict and the professional identity of those tasked with managing it were reconfigured, which turned the conflict into an object of governance shaped by accountability and risk management.

### 5.3.2. Theme 2: The Institutional Construction of the “Problematic” Student

This theme captured how participants described students involved in disciplinary conflicts not simply through isolated behavioral incidents, but through broader institutional narratives that connected conduct to social vulnerability, educational trajectory, and perceived risk. Across interviews, disciplinary events were rarely treated as singular occurrences. Instead, they were interpreted through accumulated contextual knowledge that allowed educators to situate each episode within a wider institutional understanding of the student. Through this process, certain individuals became recognizable disciplinary subjects whose actions were interpreted in advance through already-established frames.

The findings show that schools did not only react to problematic students; they participated in constructing recognizable categories through which certain students became legible as disciplinary cases. Once these identities were stabilized, institutional responses tended to follow predictable pathways. In this sense, the management of conflict was organized around the institutional production of students as identifiable subjects of concern.

#### 5.3.2.1. *Vulnerability as an Interpretative Frame*

Participants consistently interpreted student behavior through narratives of structural and territorial vulnerability. Disciplinary incidents were rarely explained as isolated interactions; rather, they were situated within broader descriptions of students’ living conditions, family arrangements, and social environments. Teachers frequently linked conflicts to patterns of absenteeism, academic disengagement, and prior behavioral records, constructing a narrative in which conflict appeared as part of a wider trajectory rather than a discrete event. As Participant 1 explained: “*De repente son estudiantes que están sistemáticamente faltando, que no les va bien académicamente o que tienen muchas anotaciones en la hoja de vida*”. Noticeably, behavior acquired meaning through continuity. Incidents were interpreted less as immediate disruptions and more as manifestations of ongoing conditions.

Territorial factors were also mentioned as explanatory elements. Several participants described conflicts in relation to neighborhood disputes, drug trafficking, or tensions carried into school spaces. Participant 6 argued: “*Otro elemento externo son los territorios [...]*”

*habían disputas de territorio por venta de droga*”. The teachers’ testimonies reflected how territorial factors permeate and influence school conflict and students’ perceived identity.

Educators interpreted disciplinary problems through a broader social map in which school conflict was seen as connected to external conditions. Family configurations were also incorporated into these accounts in a similar way, with students sometimes described as socially isolated or lacking stable support structures. For example, Participant 1 narrated: “*Ellas [students] son su propia familia. Tenemos estudiantes que tienen papas drogadictos, que se levantan ellas todas las mañanas, [...] trabajan ellas para costearse tratamientos médicos que los papás no costean*”. These contextual elements did not function merely as background information; instead, they actively shaped how teachers understood students’ behavior.

Through these accounts, vulnerability became an explanation, as well as a classificatory frame. Students were gradually positioned within institutional understandings that connected personal context, territorial conditions, and behavioral expectations. Conflict thus became legible through a broader narrative of social positioning, leaving the event itself as part of a larger student narrative.

### ***5.3.2.2. Trajectories and the Accumulation of Institutional Attention***

Beyond immediate context, participants repeatedly emphasized the role of students’ prior trajectories in shaping institutional responses. Incidents were rarely treated as first-time occurrences; instead, teachers often referred to previous annotations, disciplinary measures, or monitoring plans as evidence that a conflict formed part of an ongoing pattern. Participant 1 described a student already under institutional observation following earlier episodes of violence: “*[This student] había incurrido en violencia anteriormente [...] estaba en una especie de plan vigilado*”. Such accounts suggested that institutional attention accumulates over time. Past incidents were not just remembered; they were incorporated into administrative narratives that stabilized certain students as ongoing cases.

This cumulative logic also appeared in the justification of stronger disciplinary responses. Prior conduct was often invoked as an aggravating factor that intensified monitoring and framed the most recent incidents as confirmation of an existing pattern. In one case, Participant 7 recalled how the student’s established profile shaped the institutional

attitude towards the student: “*Yo siento que hubo un ensañamiento [...] por el perfil que tenía*”. In this account, the relationship between student, teacher, and institution played an essential role in the monitoring process, since previous rejection motivated an intensified surveillance.

Within this framework, the meaning of a conflict was shaped by what preceded it. Each new episode was interpreted in light of an already established narrative, reinforcing the positioning of certain students as recurrent disciplinary subjects. Institutional response thus operated through accumulation: trajectories became evidence, and evidence stabilized students’ identity.

### ***5.3.2.3. Risk-Based Labeling and Disciplinary Justification***

In addition to contextual vulnerability and prior trajectories, participants also described situations in which students were interpreted through explicitly risk-oriented imaginaries. In the interviews, behavior was framed not only as a breach of school norms but also as indicative of potential criminal influences or threat to collective safety. Some educators referred to students’ proximity to criminal environments or illegal activities as shaping how their actions were understood. Participant 7 recounted how a student narrated involvement in a series of criminal acts: “*[This student] empezó a cambiar su relato también, sobre todo con los profes con los que tenía más confianza... Y nos empezaba a relatar: ‘no, terminé carreteando el domingo en Vitacura para arriba porque habíamos hecho un portonazo’*”. These accounts revealed a shift in how disciplinary situations were framed. Students were interpreted as potential threats, determined to corrupt the educational space. In this context, strong institutional responses were justified not only by what a student had done, but by what they were capable of doing. The emphasis thus moved from behavior to projected risk. This framing narrowed the space for pedagogical intervention and expanded the rationale for exclusionary measures. Conflict became less about resolving a situation and more about managing the potential threat attributed to certain students.

In summary, teachers’ testimonies showed that students become recognizable disciplinary subjects through a cumulative interpretive process. Behavior was first contextualized through vulnerability, then stabilized through institutional trajectories, and finally reframed through risk-oriented interpretations that justify intensified intervention.

Singular conflicts were transformed into administratively meaningful cases. Schools did not respond to incidents alone; they responded to the identities that those incidents confirm. In this way, disciplinary governance operated not only through procedures and protocols, but also through the institutional production of student subjectivities that make those procedures appear necessary.

### 5.3.3. Theme 3: Professional Strain, Role Reconfiguration, and Authority

This theme examines how disciplinary governance was experienced, interpreted, and negotiated in teachers' everyday professional practice. Rather than operating exclusively as a formal regulatory framework, the law was enacted through teachers' emotional experiences, moral judgments, and practical decisions. Across interviews, disciplinary governance was consistently associated with sustained emotional strain—including frustration, feelings of failure, and resentment toward the educational system—while simultaneously generating informal strategies through which teachers attempted to navigate conflict without automatically resorting to formal exclusionary sanctions. In this sense, the implementation of *Ley Aula Segura* reshaped not only institutional procedures but also the lived meaning of professional authority.

#### 5.3.3.1. *Teaching experience under disciplinary governance*

Participants declared facing disciplinary requirements in the educational system in their respective schools. Teachers emphasized that discipline turned out as a constant source of emotional and professional stress. Participant 1 mentioned the feeling of being overwhelmed about disciplinary acts happening in their daily work routine:

Entonces sí tenemos que estar constantemente vigilando y anotando lo que pasa en la sala de clase. Lo cual igual es súper cansador porque como profes, tenemos muchas, muchas cosas que hacer dentro de una sala, que tiene que ver con las clases, tiene que ver con la normalización de la sala, la gestión del aula y además también ver qué pasa con los estudiantes que a lo mejor no se están comportando como deberían. Entonces es una labor bien cansadora tener que llegar a anotar al final de la clase o mientras están pasando las cosas. (Participant 1)

The interviewee mentioned the difficulties during their class moment, describing the intensification of this dual responsibility, where documentation and surveillance became intertwined with pedagogical tasks. This sustained emotional strain reflected the reordering of teachers' professional role under disciplinary governance.

Others also addressed feelings of overwhelming, overload, and frustration due to violent situations, especially by having to take responsibility for disciplinary sanctions over

these scenarios. Participant 3 recalled the end of one teachers' council as a deeply emotional moment:

Termina el consejo, salimos de la salita y como que se me hizo un nudo en la garganta súper grande. Porque sentí como que fallé como profe. Sentí que esto se me fue de las manos. Sentí que no hice la pega. Entonces sentí como decepción personal. Sentí... que le fallé a una estudiante, pues igual es una persona [...]. (Participant 3)

The interviewee described experiencing a “feeling of failure” derived from the disciplinary outcomes, where teachers were positioned as responsible actors with decisions that may conflict with their pedagogical and moral commitment. This sense of failure reflected the tension produced by positioning teachers as both rational educators and procedural agents of disciplinary policies such as *Aula Segura*.

### ***5.3.3.2. Reconfiguring and transformation of the teaching role***

In other contexts, interviewees described a reconfiguration and transformation on how their authority was socially and institutionally constructed by the application of the law. The application of the law was perceived as weakening the foundations of pedagogical authority by prioritizing order, surveillance, and documentation over educational relationships. As Participant 6 asserted: “*Yo creo que esta ley lo que ha hecho justamente es reducir esa autoridad cultural, de rol dentro de las comunidades educativas*”. From a policy enactment perspective, this suggests a possible reordering of professional priorities and authority within the school context, in which pedagogical work became subordinated to disciplinary and accountability demands.

Order, surveillance responsibilities, and documentation produced a shift or displacement from pedagogical authority to delegated disciplinary authority. In the practice, participants demonstrated that teachers were required to prioritize procedural tasks, such as recording incidents, gathering evidence, and identifying witnesses, over their ongoing pedagogical work. As Participant 1 illustrated: “*Yo creo que se nos da un rol de... de harta vigilancia como profesores. Un rol bien como de... bien tecnocrático, de en el fondo tener que estar registrando todo*”. These practices placed teachers in a reactive role toward disciplinary governance, becoming emotionally demanding, while also altering teachers' sense of professional control and continuity in their pedagogical role.

Participant 5 also exposed how this surveillance role sometimes superseded the pedagogical role of teachers, questioning their legitimacy and authority in disciplinary scenarios: "*Sí, pues se cuestionó, se cuestionó sobre todo la profesora jefe que estaba a cargo de ese curso, y se sintió muy mal, se sintió pasar a llevar todo el proceso que ya venía haciéndolo, la recabación de información...*". Authority was transformed, and teachers described themselves more as surveillance agents, crowd-control figures, and intermediaries between students and punitive systems. Participant 4 described the reconfiguration of the teaching role through recurring disruptive situations in the educational environment of a classroom: "*Hay una presión en el sentido de que nosotros como profes nos vemos como súper sobrellevados con las situaciones que interrumpen... Con situaciones de convivencia escolar en el aula*". Furthermore, participant 4 provided more background information from a critical perspective on the law and how it positioned teachers as punitive authorities rather than authorities with a clear teaching role: "*Como vigilantes, policías internas de los establecimientos, o eso es lo que espera que hagamos, [...] que seamos como figura de autoridad sancionatoria y no mucho más que eso. O sea, no se nos ve como educador, en verdad*". This reconfiguration ultimately casts the teacher as an educator whose pedagogical role is rendered secondary to the demands of surveillance and discipline.

### ***5.3.3.3. Uncertainty toward the law and the negotiation of the exercise of the authority***

The interviewees knew the law and were aware of its procedures, although they questioned its legitimacy and rejected its bureaucratic logic. They expressed doubt about the legitimacy, fairness, and pedagogical value of disciplinary measures such as *Ley Aula Segura*.

Participant 6 provided a reflexive account about how *Ley Aula Segura* reconfigured the educative teaching role and did not solve the real problem of violence in the educational system: "*Entonces esta ley va hacia el otro extremo, no visualiza las complejidades del quehacer educativo, de lo que representa en el fondo trabajar en el aula con todos los elementos que yo les decía adelante, [...] gestionar la convivencia*". Additionally, Participant 4 added to these statements how the law has a strong punitive profile, rather than being restorative in nature:

No es, a mi parecer, una ley integral, no está pensada de manera integral, solamente se centra en lo punitivo, o es la fama que más tiene, o es como la herramienta para lo que se tiene, entonces no es una ley que obligue a la escuela a hacer algo al respecto, sino que es solamente una herramienta para ejecutar en caso de tener que sancionar ciertas conductas que se salgan de la norma, sea cual sea la norma que sea, con los límites que establece la ley. (Participant 4)

The uncertainty expressed by the participants was not a failure of policy knowledge but a constitutive feature of policy enactment under disciplinary governance. In response, they developed situated and informal practices to manage violence and conflict while avoiding or mitigating punitive sanctions. These practices included negotiating outcomes with families and tutors, delaying or softening formal procedures, intervening informally to prevent escalation, and relying on personal judgment and professional experience rather than strict protocols.

Participant 5 explained how he worked throughout the year with students who exhibited problematic behaviors: *“Lo que yo siempre intentaba como profesor jefe era siempre abordar al apoderado primero, donde ha sido una comunicación lo más directa con el apoderado y también con los otros profesores”*. In order to avoid future conflicts or outcomes that could lead to future aggravations, he solved situations through ongoing communication with families and teachers who knew the student. He described a strategy based on anticipation, negotiation, and trust-building, drawing on his professional experience as head teacher. Participant 4 also gave a complex method, based on his personal life experiences, to address students with vulnerable backgrounds:

Me aprovecho de mi background, donde nací, donde me crié, donde crecí. Nací y criado en población y en mi vida he sido muy callejero. Entonces, con los estudiantes que tienen esa beta, por lo general mi estrategia es recurrir a esa herramienta en el fondo, como hablar ese lenguaje. (Participant 4)

Participant 4's strategy illustrated how teachers draw on personal histories, shared cultural references, and informal communication as tools to manage students' behavior, preventing the escalation of conflicts into violent scenarios and formal disciplinary sanctions afterwards.

In summary, the findings showed that disciplinary governance under *Ley Aula Segura* contributed to a reordering of professional authority within schools. Rather than simply weakening the pedagogical role, the policy reconfigured teachers' responsibilities by intensifying expectations of surveillance, documentation, and disciplinary management. Teachers described themselves moving between the roles of educators, institutional agents, and mediators of conflict, often experiencing emotional strain as they navigated these overlapping demands.

At the same time, teachers were not passive implementers of policy. Their accounts revealed a space of ambivalence in which knowledge of the law coexisted with moral doubt and critical reflection on its punitive orientation. Within this space, they developed situated strategies like negotiation with families, informal intervention, and the mobilization of personal experience to manage conflict in ways they perceived as more aligned with their professional values.

This theme shows that disciplinary governance is enacted through the reshaping of teachers' professional identities, emotional experiences, and forms of authority. Policy regulated conduct and reorganized how teachers understood their role and the limits of their professional action within the school context.

#### 5.4. Summary of Results

The results of this study reveal that disciplinary governance in Chilean schools operates through the interaction of structural conditions, institutional mechanisms, and professional interpretations rather than through policy mandates alone. The quantitative findings demonstrate that exclusionary sanctions are disproportionately concentrated in highly vulnerable contexts, indicating that disciplinary measures are patterned across institutional and socioeconomic conditions. These patterns suggest that the enactment of *Ley Aula Segura* is embedded within broader structural dynamics that shape how schools interpret conflict and navigate disciplinary actions.

The qualitative analysis clarifies how these patterns are produced and sustained in practice. Participants described an institutional apparatus that formalizes conflict through documentation, protocolization, and administrative procedures; interpretive frameworks that render certain students recognizable as disciplinary subjects through narratives of vulnerability, trajectory, and risk; and a reconfiguration of the teaching role in which educators navigate tensions between pedagogical commitments, disciplinary responsibilities, and institutional expectations while exercising situated forms of judgment and negotiation.

Altogether, these findings indicate that disciplinary governance cannot be understood just as a legal or procedural phenomenon. Rather, it emerges as a relational process in which policy frameworks, institutional logics, and professional practices interact to shape how conflict is managed and how particular disciplinary outcomes become institutionally possible.

The following discussion chapter builds on these findings to examine their theoretical implications, focusing on what they reveal about the operation of disciplinary governance, professional identity, and policy enactment in the Chilean educational context.

## 6. Discussion

This study set out to examine how the relationship between school vulnerability and sanction patterns under *Ley Aula Segura* influences teachers' professional identities and disciplinary practices in Chilean schools. By combining quantitative and qualitative analysis, the research sought to identify patterns in the application of exclusionary sanctions and to explain how these patterns are produced and sustained in practice.

First, the following discussion analyzes the discursive construction of security and its implications for how conflict is framed within schools. It then examines the structural concentration of sanctions in vulnerable contexts and the institutional mechanisms through which these patterns are mediated. The discussion subsequently explores how disciplinary governance operates through documentary and classificatory processes and how these practices reshape teachers' professional roles. Finally, it outlines the study's main contributions to the literature on disciplinary policy, school governance, and teacher role.

### 6.1. Discursive Construction of Security

*Ley Aula Segura* operates at a discursive level by reinforcing "security" as a normative and largely unquestioned objective of schooling. As Foucault (1977) argues in reference to the act of punishment, "the law must appear to be a necessity of things". Here, *Ley Aula Segura* articulates a rationality in which the need for a secure classroom becomes the primary framework through which conflict is interpreted. Disorder is positioned as a disruption of institutional stability rather than as a pedagogical condition requiring engagement. This reflects the consolidation of a "regime of truth" in which particular understandings of order and education become normalized within institutional practice.

When interpreted alongside the quantitative findings, this discursive rationality acquires material significance. The concentration of exclusionary sanctions in highly vulnerable school contexts suggests that the operationalization of "security" is not socially neutral. As illustrated by Participant 1: "*en general se da esto, que la Ley Aula Segura se usan estudiantes que tienen un nivel de vulnerabilidad bastante alto [...] o que tienen familias que son fragmentadas*". The restoration of order coincides with the removal of vulnerable

students. Security becomes enacted through exclusion. While the law does not explicitly redefine vulnerability, its governance logic aligns vulnerability with institutional risk, reinforcing responses oriented toward containment rather than structural or pedagogical transformation.

This dynamic invites reflection on how particular students come to be positioned within governance frameworks. When security is defined as the primary institutional objective and vulnerability becomes aligned with risk, certain student bodies may be implicitly constructed as administratively burdensome, such as those of the “problematic students”. Students “marked” by accumulated social, economic, or emotional precarity may be interpreted as potential sources of disruption, as seen in theme 2: The Institutional Construction of the “Problematic” Student. Within this configuration, exclusion operates as a mechanism for managing populations perceived as difficult. Therefore, it is not that particular students are unwanted, but that in accountability-oriented environments, some forms of vulnerability may be interpreted as administratively costly.

This discursive dimension does not replace structural or institutional explanations; instead, it clarifies how such patterns become intelligible and legitimate within everyday school governance. *Ley Aula Segura* narrows the range of conceivable responses to conflict by defining safety as the central educational imperative. In doing so, it normalizes a particular understanding of what schools are for and how stability should be achieved, making the removal of those framed as high-risk appear consistent with institutional responsibility.

## **6.2. Structural Concentration and Institutional Mediation of Sanctions**

The quantitative analysis established that *Ley Aula Segura* sanctions are concentrated in schools with high vulnerability levels. Although slight differences in IVE between expulsion and enrollment cancellation are statistically detectable in most contexts, effect sizes remain small, indicating that the central pattern lies not in the differentiation between sanction types, but in the broader structural concentration of sanctions within vulnerable school environments.

From a Critical Realist perspective, this pattern can be interpreted as evidence of structural conditioning. School vulnerability is the background by which policies like *Ley Aula Segura* are enacted. In our interviews, the material conditions of students, institutions,

and even teachers played a relevant role in the practical translation of the policy. As Ball et al. (2012) state, "policies are not simply ideational or ideological, they are also very material". In this case, high vulnerability contexts, as those revealed in the quantitative results, tend to be characterized by greater resource constraints, higher levels of institutional scrutiny, and increased pressure to demonstrate control over school conflict. These conditions create an environment in which disciplinary responses oriented toward risk management become more likely. From this perspective, vulnerability should be understood as both a variable that influences sanctions and a contextual condition that activates institutional mechanisms oriented toward a performance-first, defensive governance.

The qualitative findings clarify how this structural tendency becomes operational within schools. Institutions "translate" contextual pressures into concrete administrative practices, instead of responding directly to vulnerability as a statistical attribute. As Ball et al. (2012) state, translation tactics work to produce common responses to the incitements of policy. The documentary logic of school conflict management, as described earlier in the results, transforms conflict into institutional cases that must be processed within regulatory frameworks. In this sense, vulnerability functions as part of a structural environment that intensifies the institutional need to demonstrate accountability.

Within this environment of heightened institutional accountability, decisions to sanction cases classified as extreme violence often appear linked to the institutional possibility of activating the law itself. Once the event fits the predefined category, the response follows the procedural script already established by protocols and administrative expectations. In this sense, the sanction becomes the execution of an available command within the institutional system. As Foucault (1977) observed,

This carefully measured combination of forces requires a precise system of command. all the activity of the disciplined individual must be punctuated and sustained by injunctions whose efficacy rests on brevity and clarity; the order does not need to be explained or formulated; it must trigger off the required behaviour and that is enough. (Foucault, 1977)

Disciplinary arrangements operate through brief and clear injunctions that do not require explanation but simply trigger the expected conduct. Under these conditions, the application of *Ley Aula Segura* tends to function as the activation of a preestablished response.

Thus, the results support an interpretation in which disciplinary governance emerges through the mediation of structural conditions by institutional arrangements. *Ley Aula Segura* does not simply produce sanctions; it operates within a field already shaped by inequality. The law strengthens and formalizes this tendency, but its effects are realized through the institutional mechanisms that organize how conflict is recognized, recorded, and processed. In this context, the decision to sanction often corresponds to the activation of a predefined institutional response once specific thresholds of violence are identified.

### **6.3. Disciplinary Governance as Institutional Process**

The qualitative findings demonstrate that school conflict is not primarily addressed as a pedagogical or relational issue; instead, it is reorganized through institutional procedures that prioritize accountability. Teachers' accounts reveal that conflict acquires institutional relevance only once it is formally recorded, transforming everyday interactions into documentary evidence that can sustain future disciplinary decisions.

This process aligns closely with Foucauldian accounts of disciplinary power, in which visibility, classification, and record-keeping function as technologies for regulating conduct (Foucault, 1977). Documentation does not just describe conflict; it produces a framework through which conflict becomes administratively actionable. As shown by the analysis, incidents acquired formal recognition once they were entered into documentary records, allowing them to circulate through the procedures and decision-making structures through which schools manage conflict. Therefore, documentation operates as a form of power-knowledge: it actively produces the institutional reality through which students' actions and teachers' responsibilities become governable. Through this mechanism, disciplinary governance operates through the routine bureaucratic practices that structure how events are interpreted and remembered within the institution.

The findings suggest that this documentary logic serves multiple functions simultaneously. It protects the institution from external scrutiny, enables procedural accountability, and shapes teachers' own decision-making by linking their actions to potential

legal or administrative consequences. In this sense, documentation operates as both a regulatory tool and a professional constraint, structuring what teachers perceive as possible or safe to do in moments of conflict.

The classification of students as disciplinary subjects further reinforces this institutional process. The identification of a student as “problematic” appears to result from the accumulation of records, prior incidents, and institutional narratives of risk. Participant 5 exemplified this type of problematic student: “*Siento que igual tiene que ver con un pequeño estereotipo [...] el más desordenado, que es el que más distrae la clase, que es el que más interrumpe, por lo general, es el que más tiene anotaciones*”. Over time, these elements define expectations and make certain disciplinary outcomes more likely. This cumulative process illustrates how governance operates through the production of categories and trajectories.

Ultimately, these findings indicate that disciplinary governance under *Ley Aula Segura* is enacted through institutional routines that transform conflict into administratively legible cases. Sanctions appear as the culmination of procedural and classificatory processes that gradually define how a situation is understood and what responses are considered legitimate.

#### **6.4. Reconfiguration of Teachers’ Professional Role**

A central contribution of this study lies in showing how these institutional processes reshape teachers’ professional identities and disciplinary practices. The findings suggest that teachers are increasingly positioned as frontline agents of institutional governance, responsible for managing classroom dynamics, generating the “evidence”, and maintaining procedural continuity.

This reconfiguration produces a shift in the meaning of professional responsibility. Teachers’ accounts show that disciplinary decisions are often framed less in pedagogical terms and more in relation to institutional accountability. In this context, professional judgment becomes intertwined with anticipatory self-protection, as teachers seek to ensure that their actions can be justified within formal procedures.

This normalization of procedural visibility also reflects the broader transformation of professional subjectivity under performative governance. As Ball et al. (2012) note, teachers may come “to inhabit and live and think in terms of this discourse of a surveilled universe and accept it as nonproblematic, until it becomes difficult to think in any other terms” (Bottery, 2000, as cited in Ball et al., 2012). The findings of this study suggest that disciplinary documentation practices contribute to precisely this shift: teachers increasingly frame their decisions through the lens of institutional traceability and defensibility, even when they privately question the pedagogical value of such procedures.

This dynamic resonates with policy enactment theory, which emphasizes that policies do not simply prescribe action but reshape the conditions under which professional decisions are made (Ball et al. 2012). *Ley Aula Segura* contributes to redefining the boundaries of legitimate practice by increasing the visibility of teachers’ actions and linking those actions to institutional accountability structures. Teachers are required to navigate a field in which pedagogical commitments, ethical concerns, and procedural obligations coexist, sometimes in tension.

Importantly, the findings do not suggest that teachers become passive executors of policy. Instead, they reveal that teachers continue to exercise judgment and agency, but within a constrained field structured by institutional expectations and governance logics. Also, the findings show that teachers’ agency does not only take the form of adaptation; it frequently emerges as resistance, although this resistance is rarely articulated in overtly political terms. This aligns with Ball et al. (2012), who note that:

There is a complex web of interpretations, translations, ‘active readership’ and ‘writerly’ work round policy [...]. Above all, policy is also only ever part of what teachers do. There are ‘discretionary spaces’ in and beyond policy [...] but this space for action is also produced or delimited by policy.

In this way, teachers’ agency tends to operate through pragmatic and situational strategies that allow teachers to navigate institutional expectations while attempting to preserve their pedagogical or professional priorities.

In some cases, resistance takes a pragmatic form. Teachers describe avoiding formal sanction procedures by relying on informal or negotiated solutions, such as persuading

families to withdraw a student voluntarily instead of initiating an expulsion process. These practices are framed as practical ways of reducing procedural risk, administrative workload, and/or potential institutional conflict. As participant 6 explained,

Cualquier detalle puede significar una devuelta de todo el proceso para atrás y el estudiante puede retornar, y por tanto se han tomado alternativas o ventanas, caminos alternativos, que son persuasión al apoderado, persuasión al estudiante, trabajo coordinado con los profesores jefes, con los inspectores para decirle al estudiante: "¿Sabe qué? El estudiante fue sorprendido con un arma blanca; no lo vamos a denunciar, lléveselo y no hacemos la denuncia". (Participant 6)

Such strategies reveal how governance systems can generate forms of compliance that are formally avoided yet substantively reproduced through informal channels. Even informal practices serve to reproduce marginalizing decisions. These practices often function as alternative mechanisms through which exclusion can still occur, illustrating how institutional pressures shape action even when teachers attempt to circumvent them.

In other cases, resistance appears as pedagogical critique. Several teachers explicitly question the assumption that *Ley Aula Segura* produces safer educational environments, arguing instead that the law fails to address the structural and relational conditions underlying school conflict. Participants emphasize that aspects central to teaching practice, such as students' emotional well-being, teachers' own mental health, and the meaningfulness of pedagogical work, are not accounted for within the law's procedural logic. From this perspective, resistance is the policy's underlying conception of safety itself. These critiques suggest that teachers both experience disciplinary governance as a technical framework and interpret it as a normative project that reshapes what counts as legitimate educational work.

In summary, these forms of resistance indicate that policy enactment under *Ley Aula Segura* involves selective distancing, reinterpretation, and pragmatic negotiation. Teachers operate within a governance environment that structures their possibilities for action, yet they continue to exercise judgment about when to follow procedures, when to circumvent them, and when to question their educational value. This pattern reinforces the interpretation of disciplinary governance as a relational process in which institutional logics shape practice while never fully determining it.

## 6.5. Contribution of the Study

This research contributes to existing literature in three principal ways. First, it provides empirical evidence linking sanction patterns to school vulnerability using a large administrative dataset, addressing the limited integration of quantitative evidence in Chilean research on *Ley Aula Segura*.

Second, it advances understanding of disciplinary governance by showing how sanctions emerge from institutional processes rather than from isolated decisions. By focusing on documentation, classification, and proceduralization, the study reveals how governance operates through everyday practices that often remain analytically invisible.

Third, the study foregrounds teachers' professional experiences as a key site where disciplinary policy is enacted. By examining how governance reshapes professional identity, the research connects structural policy analysis with the lived realities of educational practice, contributing to debates on policy enactment, neoliberal governance, and the transformation of teacher work.

Together, these contributions position the study as an integrative account of disciplinary governance in Chilean education, demonstrating that exclusionary disciplinary outcomes cannot be understood as policy effects or individual decisions, but must be interpreted as the product of interacting structural inequalities, institutional governance processes, and transformations in the meaning of professional teaching practice.

## 7. Conclusions

This study examined how patterns of exclusionary sanctions under *Ley Aula Segura* between 2020 and 2024 relate to school vulnerability and how these patterns influence teachers' disciplinary practices and professional identities in Chilean schools. Through an explanatory sequential mixed-methods design, the research combined large-scale administrative data with in-depth qualitative interviews, allowing for an integrated analysis that connects structural tendencies with lived professional experience. The findings demonstrate that disciplinary governance under *Ley Aula Segura* operates as a multi-level process in which structural inequality, institutional regulation, and professional judgment interact to produce observable sanction outcomes.

### 7.1. Summary of Main Findings

At the structural level, the quantitative analysis revealed a consistent concentration of exclusionary sanctions in schools serving highly vulnerable populations. The overall mean IVE across cases indicates that sanctions are overwhelmingly situated within contexts marked by socioeconomic disadvantage. Although statistically significant differences between expulsion and enrollment cancellation were detected in most year-level combinations, the effect sizes were small. This suggests that the primary structural pattern lies not in substantial distinctions between sanction types, but in the broader concentration of exclusion within vulnerable school environments. Vulnerability thus appears as a probabilistic condition associated with sanction severity, rather than as a deterministic explanatory factor.

At the institutional level, the qualitative findings showed that conflict management is mediated through a bureaucratic apparatus structured around documentation, protocolization, hierarchical escalation, and traceability. Conflict becomes institutionally actionable once it is formally inscribed, classified, and processed within regulatory frameworks. This documentary logic does not merely record events; it actively shapes how they are interpreted and escalated. Within this institutional apparatus, vulnerability operates not only as a contextual descriptor but also as an interpretive frame through which students are constructed

as disciplinary subjects. Accumulated records, behavioral classifications, and risk narratives contribute to the gradual production of the “problematic” student as a subject of discipline.

At the professional level, teachers described their work as increasingly shaped by accountability pressures, procedural compliance, and anticipatory risk management. Pedagogical judgment coexists with defensive documentation practices. Teachers must navigate tensions between ethical commitments to students, institutional expectations, and the potential consequences of disciplinary decisions. Nevertheless, the findings also show that teachers are not passive implementers of policy. They exercise agency through interpretation, negotiation, selective compliance, and, in some cases, subtle forms of resistance. Professional identity under *Ley Aula Segura* is therefore neither wholly subordinated to institutional mandates nor fully autonomous; it is constructed within structured conditions that constrain and enable different forms of action.

Together, these findings support a critical realist interpretation of disciplinary governance. Structural vulnerability increases the probability of exclusionary outcomes, but sanction practices are mediated by institutional mechanisms and enacted through situated professional judgment. Disciplinary governance under *Ley Aula Segura* thus emerges as a layered phenomenon produced through the interaction of macro-level inequality, meso-level bureaucratic regulation, and micro-level identity work.

## **7.2. Limitations**

Several limitations must be acknowledged. One limitation of this study concerns the theoretical framework. Although it provided a useful basis for interpreting the findings, further theoretical development and deeper engagement with literature directly related to the results could have strengthened the analytical discussion.

Also, the quantitative analysis was constrained by the availability and accessibility of administrative data. The use of the IVE as a school-level contextual indicator does not allow for student-level analysis, and additional institutional variables that may influence sanction patterns, though available, were not included in the dataset.

Finally, the qualitative phase involved seven classroom teachers selected through convenience sampling. While appropriate for in-depth explanatory analysis, the sample is not

representative and may not capture the full diversity of experiences across regions or institutional types. Moreover, several participants described informal or negotiated exits not captured in official records, highlighting the gap between formal administrative data and lived practice. Although reflexive procedures were employed throughout the analysis, interpretations remain shaped by the theoretical framework adopted in this study, thus neglecting other possible interpretations.

### **7.3. Final reflections**

This study has shown that *Ley Aula Segura* operates not simply as a legal instrument but as part of a broader configuration of governance that intersects with structural inequality, institutional regulation, and professional identity. In a highly stratified educational system, exclusionary discipline risks reinforcing the very inequalities it is intended to manage, concentrating sanctions where vulnerability is already structurally entrenched. At the same time, teachers continue to exercise agency within these constrained conditions, navigating tensions between accountability, pedagogy, and ethical responsibility.

Understanding disciplinary governance as a multi-level and context-dependent process reveals that disciplinary outcomes are neither purely individual nor merely procedural; they are produced through the interaction of structural pressures, institutional logics, and professional judgment. By integrating structural analysis with teachers' lived experiences, this thesis contributes to ongoing debates about educational governance and social justice in Chile, highlighting how the management of conflict within schools ultimately reflects broader struggles over authority, inequality, and the purpose of education.

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## **9. Appendixes**

### **Appendix A: Participant Information Form**

This appendix includes the participant information form used to invite teachers to take part in the study, detailing the research purpose, procedures, duration, and data protection assurances.

## Formulario de Entrevista "*Prácticas de sanción escolar bajo la Ley Aula Segura y su influencia en las prácticas disciplinares y la construcción de la identidad profesional docente en Chile (2020-2024)*".

Hola! Somos estudiantes de quinto año de la carrera Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés de la UMCE, estamos trabajando en nuestra tesis de pregrado: "*Prácticas de sanción escolar bajo la Ley Aula Segura y su influencia en las prácticas disciplinares y la construcción de la identidad profesional docente en Chile (2020-2024)*" y agradecemos mucho tu participación como entrevistado en nuestra investigación.

Este estudio, de enfoque mixto explicativo, busca **examinar cómo los patrones de sanción estudiantil bajo la Ley 21.128 (Aula Segura) se relacionan con la vulnerabilidad escolar, y cómo las prácticas disciplinarias influyen en la construcción de la identidad profesional docente.**

Buscamos entrevistar a **docentes que hayan trabajado en establecimientos donde se aplicó la Ley Aula Segura entre los años 2020 y 2024.**

La entrevista tendrá una duración aproximada de **45-50 minutos**, podrá realizarse **presencial u online**, y será llevada a cabo por el **equipo de investigación**.

**No se utilizarán nombres reales y tus datos personales no serán revelados. Además, tus respuestas serán completamente anónimas y tratadas con estricta confidencialidad. Solo se utilizarán con fines académicos. Puedes retirarte de la entrevista en cualquier momento sin consecuencias.**

---

\* Indica que la pregunta es obligatoria

### 1. Datos personales

27/2/26, 2:13 p.m. Formulario de Entrevista "Prácticas de sanción escolar bajo la Ley Aula Segura y su influencia en las prácticas disciplinares y la c...

1. **1.1 Nombre completo: \***

---

2. **1.2 Fecha de Nacimiento: \***

---

*Ejemplo: 7 de enero del 2019*

3. **1.3 Género: \***

*Marca solo un óvalo.*

Femenino.

Masculino.

Prefiero no decirlo.

Otro:

---

4. **1.4 Número de teléfono: \***

---

5. **1.5 Correo electrónico: \***

---

**2. Antecedentes profesionales:**

6. **2.1 ¿Trabajaste en algún establecimiento en el cual se haya aplicado una expulsión o cancelación de matrícula?** \*

Marca solo un óvalo.

Sí.

No.

7. **2.2 Rol o cargo que tuvo en la institución educativa donde se aplico la expulsión o cancelación de matrícula:** \*

Marca solo un óvalo.

Profesor/a jefe.

Profesor/a de asignatura.

Otro:  
\_\_\_\_\_

8. **2.3 Nombre del establecimiento educacional donde trabajaste cuando se aplicó la expulsión o cancelación de matrícula:** \*

\_\_\_\_\_

9. **2.4 Nombre del establecimiento educacional donde ejerce actualmente:** \*

\_\_\_\_\_

### 3. Disponibilidad para la entrevista:

## 10. 3.1 ¿En qué horario tienes disponibilidad para la entrevista?

Selecciona todos los que correspondan.

	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
<b>Mañana</b> <b>(8:00-12:00)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tarde</b> <b>(12:00-18:00)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Noche</b> <b>(18:00-21:00)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 11. 3.3 Preferencia de modalidad para la entrevista: \*

Marca solo un óvalo.

- Presencial.
- Online.
- Cualquiera / No tengo preferencia.

## 12. 3.4 ¿Cuál es tu método de contacto preferido para coordinar la entrevista? \*

Selecciona todos los que correspondan.

- Correo Electrónico.
- WhatsApp.
- Llamada Telefónica.
- Cualquiera de las anteriores / no tengo preferencia.

27/2/26, 2:13 p.m. Formulario de Entrevista "Prácticas de sanción escolar bajo la Ley Aula Segura y su influencia en las prácticas disciplinares y la c...

13. **3.5 ¿Desea agregar algún comentario o alguna condición necesaria para coordinar la entrevista?**

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Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

## **Appendix B: Interview Model**

This appendix presents the semi-structured interview template designed to explore teachers' narratives and experiences regarding the implementation of *Ley Aula Segura* and its influence on disciplinary practices and professional identity construction.

<b>Interview template</b>	
<b>SECCIÓN 0: Contexto profesional y escolar</b>	Tiempo
1. ¿Cómo describirías la cultura de convivencia escolar en tu colegio?	3 min
<b>SECCIÓN 1: Violencia en la escuela</b>	
2. Cuando mencionamos el concepto de "violencia escolar", ¿qué formas o tipos de violencia puede identificar en el colegio en el que trabaja?	6 min
3. ¿Qué factores piensas que pueden influir en estos conflictos?	
<b>SECCIÓN 2: Percepciones y experiencias con Aula Segura</b>	
4. En pocas palabras, ¿qué es lo que conoce de la ley Aula Segura?	13 min
5. ¿Podrías describir algún momento en el que se haya mencionado (la ley Aula Segura) en tu colegio?	
<i>En el caso de que responda que no: ¿Una sanción de expulsión o cancelación de matrícula?</i>	
<i>Follow-up question: 1. ¿Qué se discutió?, 2. ¿Cómo se aplicó?</i>	
<i>3. ¿Cómo participaste de ese momento?</i>	
6. En tu opinión, ¿qué factores provocaron la sanción/es de (expulsión/cancelación de matrícula)?	
7. ¿Hubo cambios (protocolares, en las prácticas, etc.) en la escuela luego de este caso?	

<b>SECCIÓN 3: Poder, control y vigilancia en la escuela / Lógicas institucionales: Responsabilidad, documentación y presión</b>	
<p>8. Durante los últimos 5 años, ¿has notado cambios en la manera en que los profesores monitorean, documentan o responden ante los problemas de conducta?</p> <p><i>Follow-up question: ¿Crees que la ley haya influenciado estos cambios?</i></p> <p>9. ¿En qué prácticas docentes se refleja la influencia institucional al momento de reportar o documentar incidentes?</p> <p>10. ¿Sientes que algunos estudiantes tienden a ser más sancionados que otros? ¿Por qué?</p>	10 min
<b>SECCIÓN 4: Identidad docente</b>	
<p>11. ¿Cómo crees que la ley entiende a los profesores y el trabajo que hacen?</p> <p>12. ¿Cómo ha influido la presión institucional en la manera en que ves tu rol como docente?</p> <p>13. ¿Sientes que la ley se alinea con tu identidad docente? <i>Follow-up question: ¿De qué manera? / ¿Por qué no?</i></p>	8 min
<b>SECCIÓN 5: Resistencia, agencia y estrategias</b>	
<p>14. ¿Alguna vez has negociado, reinterpretado o resistido la decisión de expulsar y/o cancelar la matrícula? <i>Por ejemplo: actuar por fuera del protocolo, cuestionar la decisión institucional o de colegas de sancionar a un estudiante, etc.</i></p> <p>15. ¿Hay medidas preventivas a nivel institucional que se tomen antes que una situación escale?</p> <p>16. ¿Qué estrategias usas <b>personalmente</b> para manejar situaciones que pueden escalar a procesos disciplinarios más formales?</p>	8 min

<b>SECCIÓN 6: Reflexiones finales</b>	
17. ¿Hay algo que no te haya preguntado y que consideres importante mencionar en el contexto de la implementación de la ley Aula Segura?	2 min

### **Appendix C: Informed Consent for Teacher Participants**

This appendix contains the informed consent document provided to participating teachers, outlining the study's objectives, voluntary participation conditions, confidentiality measures, and ethical considerations.



VICERRECTORÍA DE INVESTIGACIÓN Y POSTGRADO  
DIRECCIÓN DE INVESTIGACIÓN

**CONSENTIMIENTO INFORMADO PARA PROFESORES/AS**

**(Entrevista Semi-estructurada - Profesores/as del Sistema Educativo Escolar)**

Usted ha sido invitado/a a participar en la memoria de título: **Prácticas de sanción escolar bajo la Ley Aula Segura y su influencia en las prácticas disciplinares y la construcción de la identidad profesional docente en Chile (2020–2024)**, a cargo del investigador Maximiliano Acuña Acevedo, docente de la Universidad Metropolitana de Ciencias de la Educación y los respectivos tesisistas: Antonia Martínez Lecaros, Matías Seguel Flores, Silken Inzunza Quintana y Tomás Vega Saavedra.

El objetivo principal de esta investigación es examinar cómo los patrones de sanción a los alumnos bajo la ley Aula Segura se relacionan con la vulnerabilidad escolar entre 2022 y 2024 en Chile, y cómo las prácticas disciplinarias influyen en la construcción de la identidad profesional de los docentes.

Si acepta participar en este estudio requerirá participar en una entrevista semi-estructurada que tiene por objetivo explorar las narrativas y experiencias docentes respecto a la implementación de la ley 21.128 (Ley Aula Segura) en las escuelas durante el periodo 2020-2024.

Esta actividad se efectuará de manera personal y el tiempo estipulado para su aplicación es de 60 minutos aproximadamente.

Su participación es totalmente voluntaria y podrá abandonar la investigación sin necesidad de dar ningún tipo de explicación o excusas y sin que ello signifique algún perjuicio o consecuencia para usted. Además, tendrá el derecho a no responder preguntas si así lo estima conveniente.

La totalidad de la información obtenida será de carácter confidencial, para lo cual los o las informantes serán identificados/as con código, sin que la identidad de los o las participantes sea requerida o escrita en la entrevista semiestructurada.

Los datos recogidos serán analizados en el marco de la presente investigación, su presentación y difusión científica será efectuada de manera que los usuarios no puedan ser individualizados. Sus datos estarán protegidos y resguardados digitalmente en **el computador del profesor guía de la universidad** bajo la custodia de **Maximiliano Acuña Acevedo**, de manera que solo los investigadores/as puedan acceder a ellos. Sólo los o las investigadores/as pueden acceder a ella, el o la custodio de la información Maximiliano Acuña Acevedo guardará los datos personales relacionados por 5 años una vez terminada la investigación, posterior se destruirá.

Su participación en este estudio no le reportará beneficios personales, no obstante, los resultados del trabajo constituirán un aporte al conocimiento en torno a cómo las políticas disciplinares, como Ley Aula Segura, impactan las prácticas docentes y las oportunidades educativas de estudiantes en contextos vulnerables.

Si tiene consultas respecto de esta investigación, puede contactarse con el investigador responsable, Maximiliano Acuña Acevedo al teléfono +56934157724 o a su correo electrónico maximiliano.acuna@umce.cl.

Para cualquier duda que se presente o si se vulneran sus derechos se puede contactar con el Dr. Diego Cabezas Bravo, Director del Departamento de Inglés de la Universidad Metropolitana de Ciencias de la Educación, UMCE, al teléfono +56 223229287 o al correo ingles@umce.cl.

Por medio del presente documento declaro haber sido informado de lo antes indicado, y estar en conocimiento del objetivo del estudio.

**Manifiesto mi interés de participar en este estudio y declaro que he recibido un duplicado firmado de este documento que reitera este hecho.**

Fecha: \_\_\_\_ Santiago \_\_\_\_/Enero/2026

He leído este documento y he sido informada/o del objetivo y características de este estudio y acepto participar voluntariamente en él presente estudio, en calidad de: **participante**

Maximiliano Acuña Acevedo  
Investigador/a Responsable

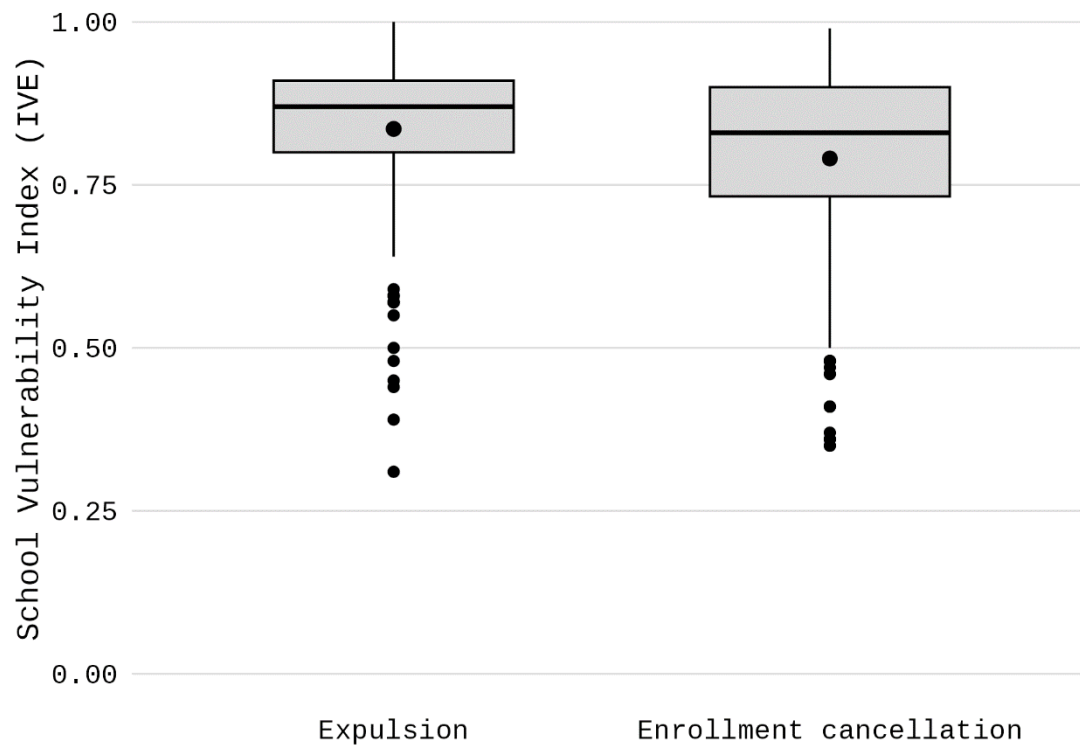
Nombre y firma del/la Participante

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN  
Campus Macul • Av. José Pedro Alessandri 774 • Ñuñoa, Santiago  
E-mail: direccion.investigacion@umce.cl

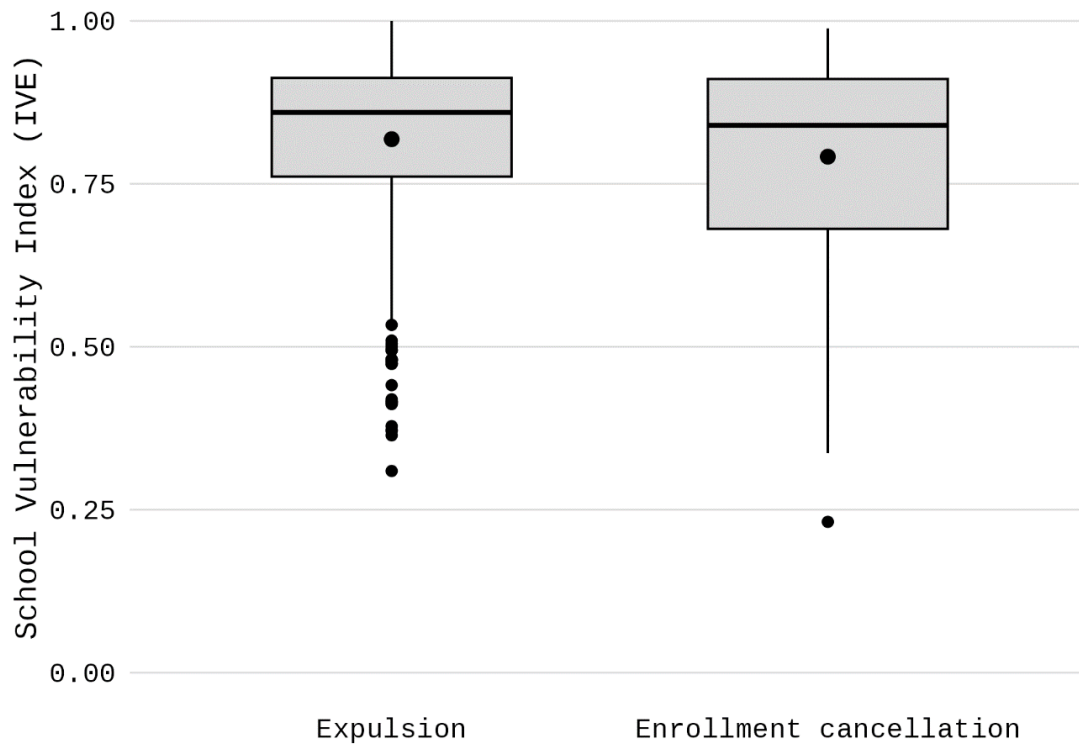
[www.umce.cl](http://www.umce.cl) [f @umced](https://www.facebook.com/umced) [@umced](https://www.instagram.com/umced) [t @umced](https://www.tiktok.com/@umced) [✉ contacto@umce.cl](mailto:contacto@umce.cl)

### Appendix D: Supplementary Boxplots of IVE Distribution

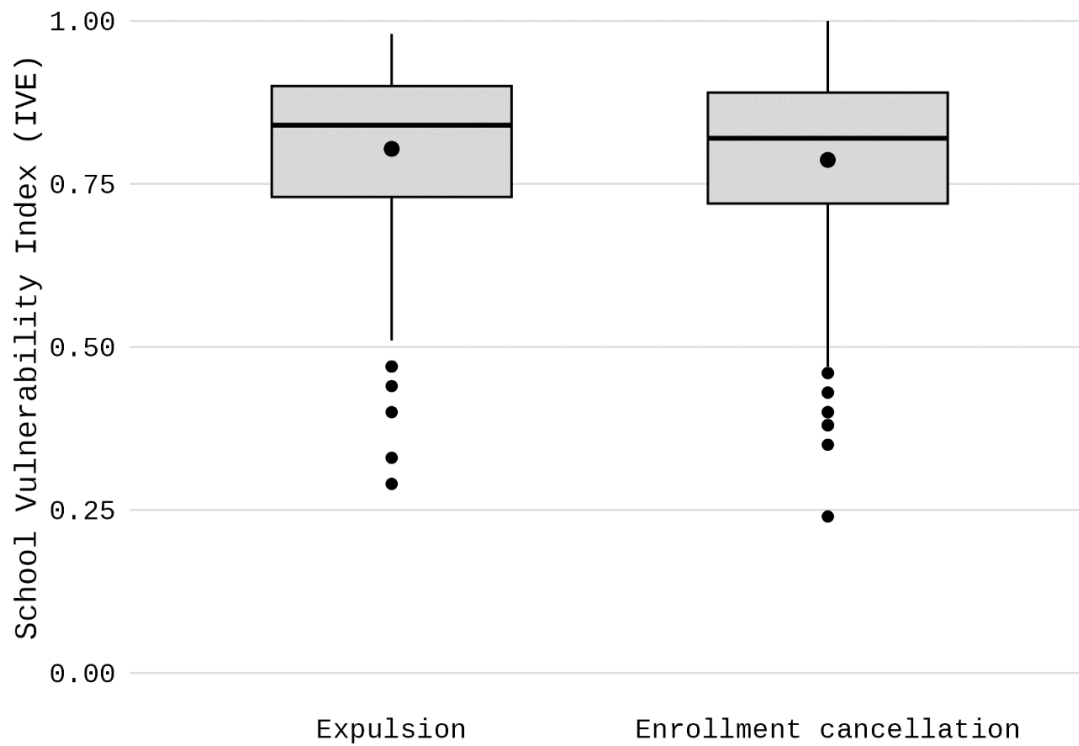
This appendix presents boxplots illustrating the distribution of the School Vulnerability Index (IVE) across sanction types (expulsion and enrollment cancellation) for the year and educational level combinations not displayed in the main results section (Figures 2-4).



*Figure 5 Distribution of School Vulnerability Index (IVE) by sanction type in Básica education, 2022.*






**Figure 6** Distribution of School Vulnerability Index (IVE) by sanction type in Media education, 2023.



**Figure 7** Distribution of School Vulnerability Index (IVE) by sanction type in Básica education, 2024.

### Anexo E: AUTORIZACIÓN PARA REPRODUCCION SIBUMCE

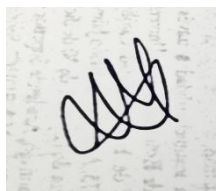
Se solicita esta autorización a los autores de la investigación con el fin de alojar y publicar el trabajo en el Repositorio Digital SIBUMCE, a fin de dar libre acceso electrónico a las tesis, memorias y seminarios generados en la UMCE y así contribuir a su difusión, preservación digital y mayor visibilidad en la comunidad académica y público interesado.

	<p>UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION SISTEMA DE BIBLIOTECAS – DIRECCION DE INVESTIGACION</p>		
<p><b>IDENTIFICACION DE TESIS/INVESTIGACION</b></p>			
<p>Título de la memoria de título: <u>School Sanction Practices under the Aula Segura Law and their Influence on Disciplinary Practices and Teacher Professional Identity in Chile (2020–2024)</u></p>			
<p>Fecha: 23 de marzo 2026</p>			
<p>Facultad: Historia, Geografía y Letras _____</p>			
<p>Departamento: Inglés</p>			
<p>Carrera: Pedagogía en inglés _____</p>			
<p>Título y/o grado: Profesor de inglés y licenciatura en educación con mención en inglés ____</p>			
<p>Profesor guía/patrocinante : Maximiliano Acuña Acevedo _____</p>			
<p><b>AUTORIZACIÓN</b></p>			
<p>Autorizo a través de este documento, la reproducción total o parcial de este trabajo de investigación para fines académicos, su alojamiento y publicación en el repositorio institucional SIBUMCE del Sistema de Bibliotecas UMCE.</p>			



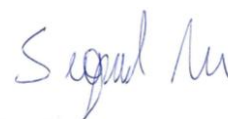
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Silken Inzunza



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Antonia Lecaros



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Matías Seguel



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Tomás Vega

Santiago de Chile, 23 de marzo 2026

Imprima más de una autorización en caso de que los autores excedan la cantidad de firmas para este documento