

## **ABSTRACT**

This thesis discusses to what extent new teachers are equipped and prepared to prevent and deal with school bullying. The theoretical part aims to define used terms and explain what they entail. These terms include: new teachers, teacher typology, teacher training, bullying, stages of bullying, bullying prevention, and above all, steps to handle bullying. The practical part focuses on the conducted qualitative research, describing the chosen method, the process and its results. It offers answers to whether new teachers feel equipped and prepared to deal with and prevent school bullying or not.

The main aim of the research is to find out how new teachers handle situations related to school bullying: which detection methods they use; with whom they cooperate; how they address these situations or how they would do so. Moreover, the thesis provides an insight into how prepared they feel, with their formal qualification and training, for these crisis situations.