

ABSTRACT

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This master's thesis is focused on how theoretically prepared new teachers are in the matter of preventing and dealing with school bullying.

The theoretical section is focused on explaining certain terminology related to school bullying, and describes the role of the teacher and new teacher. This section discusses the important role of preventive methods at schools, possible measures to prevent bullying and approaches to dealing with bullying, both in terms of the bullying of pupils and teachers.

The practical section analyses two elementary schools in the Central Bohemian Region. These schools differ in terms of pupil numbers, style of teaching and staffing. Only 52 respondents filled out the questionnaire. I also sent the questionnaire to experienced teachers, and I was interested in their approach to the minimum preventive programme. In interviews with teachers who are only setting out on their professional careers, I also ascertained how university education has prepared them for possible cases of school bullying and whether the teaching profession has met their expectations. A part of my empirical research also included interviews with prevention methodologists and a school psychologist. In the final section, recommendations are suggested for new teachers and schools to prevent school bullying.

KEYWORDS

Beginner teacher, discipline, authority, prevention, school bullying, risky behav