

ABSTRACT

The aim of the research was to present a dynamic and vivid image of bullying, an image of a class that is affected by bullying. This means to define the form of bullying in the class at the second stage of elementary school, as it was captured in two similar cases, its development and solutions at different levels. This also means examining the phenomenon of exclusion from the class team, finding out the views of students, parents and teachers in a mutual systemic and temporal connection. Observation and keeping a research diary, questionnaires, group and individual semi-controlled interviews were used as methods for data collection. It was a mixed methodology.

An ethnographic approach was chosen as the basic framework for this research, where the researcher was attending 2 elementary schools for one school year.

The results of the research showed how essential is the correct qualification of what is happening in the classroom, resp. confessing something, as it really is, is a better option than fogging up and pretending that things are ok. Further, based on the results, we can assume that the climate of the classroom is determined by the general climate of the school, which has an impact on the resulting solution of the existing problem. It turned out that the parents have a significant influence on the climate of the school and thus the classes. Last but not least, the results lead us to claim that bullying is potentially present in every class group and thus we should approach class groups through this lens and place great emphasis on preventative work with class groups, because in many cases the most effective tool against bullying is systematic prevention of its occurrence.

KEYWORDS

bullying, classroom climate, school climate, primary prevention, mixed methodology, views / perspectives of pupils, parents, teachers