

ABSTRACT

This thesis focuses on the issue of bullying from the perspective of parents of primary school pupils (grades 1–5). The aim of the thesis is to understand how parents perceive bullying affecting their children, what experiences they have had with the school’s response, and what steps they and the school took after discovering the bullying.

The theoretical part presents key information about bullying – its definition, developmental stages, the roles of participants, the school’s responsibility in addressing bullying, and the specific perspectives of the parents involved.

The practical part is based on qualitative research carried out through semi-structured interviews with seven parents whose children became victims of bullying. The data were analysed using thematic analysis. The research findings show that parents expect the school to provide support, act proactively, and communicate clearly. However, in many cases, they described the school’s approach as passive – often downplaying, denying, or overlooking the problem.

A key finding of the thesis is that bullying can have serious and often long-term psychological, social, and educational impacts. The research also highlights what initial steps parents took after learning about the bullying and how they retrospectively evaluated the situation. A crucial role in effectively addressing bullying is played by the individual approach of teachers and school leadership, which significantly influences how sensitively and successfully the issue is resolved.

KEYWORDS

bullying, primary school, parents of bullied students, consequences of bullying, causes of bullying, aggressors and victims of bullying