**ERDEM BAYAZIT HIGH SCHOOL PEER BULLYING PREVENTION PROGRAM**

As it is in the world today, in our country, violent behaviors, which are a kind of aggression as well as aggression among school-aged children and young people, are quite common. It is known that students who are witnessed to bullying are lacking in social skills because they have developed negative attitudes towards the students, have fallen in their academic achievement, have problems with attendance to the school, lost their self-esteem, emotional and social needs are not met, and become lonely and helpless. Students who bullied during the school years and made it a habit have also been found to have sustained these behaviors in the following years and have been affected by various criminal incidents as well as negatively affecting their ability to establish and develop positive relationships with other people (Pişkin, 2002: 544). For this reason, the implementation of programs aimed at preventing peer bullying in schools has become an important need.

              Bullying affects not only the bully, the victim, the bully / victim, or the audience, but the whole school environment. It is therefore stated by researchers that the program to be implemented should be based on a school-based holistic approach and that the work done with this approach is more effective in reducing victimization and bullying behavior.

 Studies aimed at preventing bullying in schools are primarily aimed at changing the thinking, behavior and attitudes of adults. It is also important that adults (administrators, teachers and parents) have a positive role model, a warm and compassionate school climate against students, clear and consistent behavior on unacceptable behaviors, a school environment where hostility and physical punishment are not used and sanctions are applied consistently aims to improve.

              Interventions to prevent and prevent bullying / victim problems are planned and implemented at school level, class level and individual level. In this way, students constantly receive consistent messages from different people and sources. The basic message given to the students is: "Our school is not allowed to be bullied, and we will do everything to end the tyranny". The target group is all students in the intervention program. Measures made at the individual level are made by students who are involved in the bullying (Dölek, 2002, 113-114).

 The main items proposed for the basic principles of studies to prevent bullying in schools can be listed as follows:

* The school accepts the bullying problem.
* Awareness of the tyrant / victim problem among administrators, teachers, parents and students. Feeling the victims and the tyrants.
* The development of positive interpersonal relationships in the school environment, and the establishment of an understanding that bullying behaviors can not be accepted and will be absolutely avoided. Clear definition of rules in school.
* It is clear how the school will deal with bullying. Determination of the barbarians and the sanctions to be imposed clearly.
* Informing and directing pupils and parents to report bullying incidents to school personnel.
* Help the bully and the victim.

              Studies conducted to prevent bullying in schools; the prevention of bullying behaviors, the intervention and stopping of existing bullying behaviors, and the efforts of bullying and victim children involved in bullying behavior. Prevention, intervention and remediation work are not separated by precise lines. Studies against barbarians should include all three main objectives in the whole school approach.

 The "Peer-to-Peer Prevention Program", which is based on the findings outlined above , has four basic footings. These:

 A. Administrative, teacher, school staff and parent training,

 B. Activities organized at the class level,

 C. School-wide activities,

 D. Individual interviews.

             **A. Trainings for administrators, teachers, school personnel and parents:**

             Adult education has been given priority to increase the effectiveness of the bullying prevention program in the light of the adopted holistic school approach. In this context, it is necessary for the guidance teachers in the schools to present the presentations prepared for the administrators, teachers and parents before the student studies. These presentations are included in the program (Appendix: 1)

              In making these presentations;

1st-   It is recommended that the guidance teacher read the articles in the welding book before doing the presentations. (Annex 2)

2nd-  Beginning with presentations, questions should be asked to raise awareness about the perception of managers, teachers and parents about violence and violence. Ex: What are you bullying? What is violence? Are you different between violence and bullying? What have you done so far when you have been bullied in your classroom or at school? What did you feel? etc.

3rd- Recommendations on prevention of bullying by administrators, teachers and parents should be taken after the completion of the presentations.

4th- The service driver, canteen staff, assistant staff in school and security officers who are in contact with the students both inside and outside the school should also be trained in a separate session.

**B. Activities organized at the class level:**

Class activities prepared at class level (Annex: 3) and studies to be carried out throughout the school will be implemented by placing academic reinforcement.

 When class activities are applied;

1. These activities should be linked to the course curriculum and should be implemented by the teachers of the relevant courses and the guidance teachers.
2. All guidelines should be taken into account when implementing the activities (Erkan, 2006).
3. Class guide teachers should study the activity before going to class and go to class. The activities must be read, applied and investigated before the implementation.
4. Students should be informed about the activities that they need to prepare in advance and enough time should be given to prepare them.
5. During the implementation of the activities, a humanist teacher, such as empathy, respect, unconditional acceptance and transparency, should demonstrate the attitudes to be embraced, creating an atmosphere in which students can feel comfortable and safe, without fear of testing, without fear of testing.
6. Attention should be paid to the fact that the interpretations of the students about their sharing in the interaction process are constructive and it is necessary to specify the rules to be followed during the activities and the points to be observed at first by giving detailed examples and by adding the students to the process. Students are given responsibilities in this respect and can establish rules similar to those below. So in the following days only minor reminders can be continued and the class can create its own autocontrol.

⮚        We must listen to the guidelines on the event well,

⮚        We should not hesitate to ask questions on topics we do not understand,

⮚        We should not talk without words,

⮚        We should listen to the person who speaks with his /

⮚        We should not interrupt any promises,

⮚        We should not use humiliating, degrading, judicial expressions for anyone,

⮚        We should not make fun of anyone,

⮚        We should try to be active in each unit of activity,

⮚        We should not hesitate to say what we say about the subject,

⮚        We should take care that our conversations are related to the subject,

⮚        We must comply with the confidentiality principle during classroom activities,

⮚        We should take care to do the research we need to do beforehand about the events,

⮚        We should not enter into personal conflict with anyone, and so on.

1. If the class is appropriate, sitting in a circle or U shape would be more useful for group work. Thus the whole group can better see each other and your teaching and the work done can be more effective.
2. During the activities, students should be able to express themselves freely when giving presentations, answering the question asked in a topic, or expressing a thought in a topic. This is about creating an atmosphere of trust in the class. It may be useful to give the following explanation to give this confidence to the students. "What is important here is to express your thoughts. Shares may be correct, incorrect, or incomplete. Everyone can have wrong or incomplete information on some issues. "
3. Shares should never be allowed to become an argument for ideas, students should be warned from the very beginning. But if the activity specifically requires this, the rules will be set up from scratch, a discussion session will be held, and discussions are required in accordance with these rules.

10.Adolescents should never ignore that they can be very cruel and sometimes very ridiculous, that they can exhibit fixed-minded and steep-headed attitudes from time to time, adolescents will not like the ideas of people outside themselves because it is an egocentric period, and precautions should be taken accordingly.

11.Events may be students who do not attend improvisation and who do not take any promises. We must encourage and support these students in order to participate appropriately, without enforcing them, taking into account the principle of volunteerism. Or vice versa, there may be students who always stand out in every activity, every work, and who do not give any opportunity. These students can be specifically warned not to be hurt, but also to give their friends the opportunity without breaking their enthusiasm.

12.If we find out that students have a special situation during the activities, this should not be tried to be solved in the class. Afterwards, the teacher and family should be informed about the subject by consultation and, if necessary, with the approval of the student.

13.Students should be encouraged to use expressions in the form of "someone I know" instead of "my parents, my father, Ahmet, Ayşe, etc." to avoid explaining inappropriate information about the private lives of their students or their friends in the classroom (Erkan, 2006).

14.The forms given in the events can be duplicated for each student as well as replicated for other courses. If this is not possible, students will be given one and they will be asked to replicate themselves organically, or they can be printed in the students' books. Some forms may need to be enlarged or hung, if the school does not have such facilities, it may be written on a large card or board.

15.It is recommended that pupils collect the information forms they use in the activities and the forms they fill out in a file and review them from time to time.

16.Events can be processed in different formats and in different environments. Some activities are not in class; in the gardens, in the conference hall of the school, in the gym, etc. Some activities can also be conducted by organizing visits to places related to the subject, or by inviting people from the class to the subject.

17.The short stories, poems, writings, etc. instead of materials, the purpose of the activity and the different materials that are thought to impair the flow.

18.The products (texts, brochures, etc.) that appear in some activities may be exhibited in the school clipboard in cooperation with the classroom or other classes so that sensitization to the school can be achieved on certain topics.

19.At the end of each class event 1-3. Teacher observation form for classes (Annex 4-A) , 4-12. For the classes, the activity evaluation form (Student Self-Assessment Form-ANNEX 4-B) must be filled in ( Appendix 4 ) .

NOTE: The program includes studies starting from the month of June and covering an academic year. It is targeted to be applied continuously for 12 years to be applied to primary, secondary and high school level schools. However , as they will start to be implemented from the second semester in the 20th - 20th academic year , they can apply the activities of the first cycle in a way that does not disturb the integrity of the program if they are needed.

NOTE: Activities related to "anger control, conflict management and border protection" in class activities will be implemented by school guidance teachers and other activities by class guidance teachers.

**C. Schoolwide activities:**

              School-wide studies; social sciences and social clubs, posters, children's plays, composition and poetry in Turkish or Literature lessons, discussions in the school and classroom on a concept chosen as a weekly subject in the framework of social skills education, small scale theater plays, composition and music studies, film screenings and so on. . Apart from these case studies, schools can diversify these activities within their own means. Points to note when conducting the work:

1-       Information on the activities included in the bullying prevention program to be carried out during the year should be provided at the annual teachers' board meeting.

2-       The workshops should be limited to 2 or 3 events per semester.

3-       Teachers in different fields should be cooperated.

4-       The products that emerged at the end of the workshops should be exhibited in the school.

5-       When informative presentations are made to the students, the School Student Council should participate in the studies.

6-       The compositions and poems written by the students should be evaluated within a competition and the chosen ones should be read in the ceremonies.

7-       When film and theater screenings are held, it is important to consider whether they are appropriate for the level of the students.

8-       Students should be sent to the related congresses and symposiums about bullying, and in the schools there should be organized informative meetings to be attended by the related experts.

**D. Individual interviews:**

The target audience in the program is all students. Studies carried out at the individual level should be carried out by students involved in the bullying. Students who have shown bullying behaviors and who are found to be victims should be interviewed by guide teachers and should be provided with expert support if deemed necessary.