

ties can be realized effectively and professionally only in co-operation with the above-mentioned persons whereas the educational success is achieved by their activity, engagement and belief in the possibilities of effective preventive measures (Wojciechowski, 2002). The consequence of preventive measures effectiveness is, in the first place, the reduced number of aggressive behaviours in the youth, including the school, home and local environment (Rylke, Tuszewski, 2004). Aggression preventive measures will prove to be effective if the acquired knowledge and skills contribute to better, mainly non-aggressive functioning of the students.

Based on the conducted diagnosis, it appears to be necessary to start systematic preventive measures within aggression prevention in order to develop skills of non-aggressive responding and coping with difficult life situations, minimise (reduce) and thus eliminate aggression-related behaviours and finally raise the socialization level in the students. There has not been conducted any diagnostics study in this school so far, nevertheless the students and the teachers notice the urgent problem of aggression. Currently, preventive measures are realized in the school involved in the study exclusively on the basis of informative strategies, however, on the basis of the study (Szymańska, 2002; Rylke, Tuszewski, 2004) it is educational and alternative strategies that turn out to be effective. Therefore, the implementation of comprehensive and systematic preventive measures seems to be justifiable.

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