**3.1.6. Teacher actions perceptions in case of good treatment / bad treatment**

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| --- | --- | --- | --- | --- |
| **When one child treats another well, my teachers** | **1** | **2** | **3** | **4** |
| 85. They do not do anything because they do not realize |  |  |  |  |
| 86. We are told that this is very good and they are happy |  |  |  |  |
| 87. They teach us to treat other children well |  |  |  |  |
| **When some child treats another wrongly, teachers ...** | **1** | **2** | **3** | **4** |
| 88. Do not do anything because they are our things |  |  |  |  |
| 89. They tell us to avoid the aggressor |  |  |  |  |
| 90. They help the aggressor and the victim to find a solution to the problem |  |  |  |  |
| 91. They talk to the aggressor telling him/her that this behavior is not allowed in class or school. |  |  |  |  |
| 92. They do not do anything if the matter is not serious |  |  |  |  |
| 93. They tell the attacked child that they have to defend themselves and face the aggressor |  |  |  |  |
| 94. They make the aggressor think about how the other child feels, trying to put him/her in the other person’s place and stop doing it. |  |  |  |  |
| 95. They take the aggressor to the school principal, so that they give him/her the punishment he/she deserves |  |  |  |  |
| 96. They do not intervene because they say they have to teach and there is no time |  |  |  |  |
| 97. The aggrieved child is told to be exaggerating, that it is not that much |  |  |  |  |
| 98. They talk with all the students about what is happening and try to propose solutions among all of them |  |  |  |  |
| 99. They do not do anything because they do not find out |  |  |  |  |
| 100. They do activities in class so that all students get along well  |  |  |  |  |
| 101. They make students think that it's okay to be different and that we can all learn from each other |  |  |  |  |