

## **School Anti-Bullying Program**

### **1. Introduction and Background**

The School Anti-Bullying Program defines the system of prevention, identification, and intervention in cases of bullying at TIP TOES Primary and Nursery School. The program is based on key documents issued by the Ministry of Education, Youth and Sports (MŠMT), including:

- Methodological Guideline on the Prevention and Handling of Bullying (MŠMT-21149/2016),
- Recommendation on Primary Prevention of Risk Behaviour (21291/2010-28),
- Strategy for Educational Policy of the Czech Republic 2030+,
- Revisions to the Framework Educational Programme (2021–2023), emphasising digital safety and cyberbullying prevention.

The document is updated annually and is binding for all school staff.

### **2. Programme Characteristics**

The programme is long-term and based on a whole-school approach. Teachers, the school management, the school counselling team, students, and parents all participate. It consists of 13 interconnected components that address prevention, intervention, and cooperation with internal and external professionals.

### **3. Thirteen Components of the Anti-Bullying Programme**

#### **1. Mapping the Situation – Analysis and Evaluation**

- continuous monitoring of classroom climate,
- use of questionnaires and anonymous surveys,
- evaluation of internal documents and their effectiveness,
- regular updates of school rules and procedures.

#### **2. Motivating Teachers for Change**

- professional development,
- supervision and mentoring,
- methodological support,
- study leave and recognition for active involvement.

#### **3. Joint Training and Supervision of School Staff**

- analysis of model situations,
- expert discussions,
- seminars on bullying and cyberbullying prevention,
- cooperation with external specialists.

#### **4. Core Implementation Team (School Counselling Department – ŠPP)**

Members:

- school principal,
- educational counsellor,
- school prevention specialist,
- special education teacher,
- school psychologist,
- selected class teachers.

The team supports teachers, provides methodological guidance, and assists in complex cases.

## **5. Unified Procedure for Handling Bullying**

All teachers follow the MŠMT methodological guideline (MŠMT-21149/2016). A detailed procedure is described in Section 4 of this document.

## **6. Primary Prevention in Class Meetings**

- Monday morning community circles,
- regular class meetings,
- reflection on shared rules,
- strengthening positive peer relationships.

## **7. Primary Prevention in Lessons**

Teachers incorporate:

- themes in textbooks and literature,
- model conflict situations,
- preventive discussions before events or trips,
- education on safe technology use.

## **8. Prevention in Extracurricular and Leisure Activities**

- adaptation programmes,
- project days,
- shared sports and leisure activities.

## **9. School Protective Measures**

- clear supervision schedules,
- school rules and safety guidelines,
- supervision during breaks and transitions,
- increased monitoring in high-risk areas.

## **10. Cooperation with Parents**

- information at parent meetings,
- dissemination of prevention materials,

- consultations with the counselling team,
- shared problem-solving when issues arise.

## **11. School Counselling Services**

Services include:

- regular consultations for parents and pupils,
- support for teachers,
- classroom climate diagnostics,
- methodological guidance.

## **12. Cooperation with Specialised Institutions**

Collaboration with: PPP, SPC, SVP, municipal police, Police of the Czech Republic, OSPOD, external psychologists.

## **13. Cooperation with Neighbouring Schools**

- sharing good practice,
- consultations between principals in cases involving pupils across multiple schools.

# **4. Procedure for Investigating and Handling Bullying**

## **1. Assessing the Severity of the Case**

Differentiating between:

- normal risky behaviour,
- initial hidden bullying,
- advanced bullying.

## **2. Interview with Reporters and the Victim**

A sensitive approach focusing on safety and accurate information.

### **3. Identifying and Selecting Suitable Witnesses**

Preferably pupils not influenced by aggressors.

### **4. Individual Interviews with Witnesses**

Strict prohibition of confronting aggressors with the victim.

### **5. Protecting the Victim**

Ensuring immediate physical and psychological safety.

### **6. Choosing an Appropriate Method of Resolution**

- reconciliation method (for early stages),
- external pressure method (responsibility placed on the aggressor; involves parents).

### **7. Implementing the Chosen Method**

Educational interviews, commissions, disciplinary measures.

### **8. Class Meeting**

- reflection within the group,
- reinforcing a safe classroom environment.

### **9. Interview with the Victim's Parents**

Information on measures taken and available support.

### **10. Class Parent Meeting (if needed)**

Informing parents about systemic measures.

### **11. Work with the Entire Class**

Long-term climate support and strengthening group cohesion.

## 5. Support Measures for Classroom Work

### Support Measures – Level 1

#### a) Work with the Class

- behavioural observations,
- questionnaires and surveys,
- work with rules,
- class meetings,
- cooperation with parents.

#### b) School Level Measures

- mentoring for new teachers,
- cooperation with the counselling team.

#### c) External Organisations

- primary prevention programmes,
- leisure and community activities.

### Support Measures – Level 2

#### a) Work with the Class

- intensive monitoring of classroom climate,
- regular class meetings,
- disciplinary measures,
- increased teacher presence.

#### b) School Level Measures

- unified staff approach,
- active involvement of the school leadership,
- increased supervision.

#### c) External Organisations

- methodological consultations,
- diagnostics,
- standardised sociometric tools.

## **Support Measures – Level 3**

### **a) In the Classroom**

- investigation under the crisis plan,
- maximum supervision,
- restructuring of the class if necessary.

### **b) School Level**

- system for monitoring risky behaviour,
- increased supervision in risky areas.

### **c) External Cooperation**

- indicated prevention programmes,
- cooperation with OSPOD, Police, SVP.

## **6. School Crisis Plan**

The crisis plan outlines procedures for situations requiring immediate action.

### **Emergency Situations Include:**

- emotional outbursts,
- intoxication or suspicion of substance use,
- epileptic seizure,
- injury,
- sudden illness,
- leaving the classroom or school without permission,
- signs of bullying,
- any other hazardous situation.

### **Primary Intervention**

- ensuring safety,
- separating the affected pupil,
- contacting a qualified staff member,
- ensuring supervision of the remaining pupils.

### **Follow-Up Intervention**

Provided by internal and external specialists:

- prevention specialist,
- educational counsellor,
- special educator,
- school psychologist,
- crisis hotlines,
- PPP, SPC, SVP,
- OSPOD and healthcare services.

## **7. Corrective Measures**

Available measures include:

- disciplinary steps,
- individual education plan,
- lowering behaviour grade,
- transfer to another class,
- recommendation of stay programmes at SVP,
- referral to OSPOD.

## **8. Final Provisions**

*This document was prepared by the School Counselling Department in accordance with MŠMT guidelines. It was updated on **20 August 2025**.*

*School staff were informed of the document on **30 August 2025**.*

*The document enters into force on **1 September 2025** and remains valid until revoked.*

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