



**ZÁKLADNÍ ŠKOLA a MATEŘSKÁ ŠKOLA TIP TOES s.r.o.,
Fakultní škola Univerzity Karlovy, Pedagogické fakulty**

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School Anti-Bullying Program

The anti-bullying program was created in response to the current needs of our school, which is gradually expanding, with an increasing number of students and the first evident cases—early signs of bullying among classmates—beginning to emerge.

The program is based on the latest documents issued by the Ministry of Education, Youth, and Sports:

- **Methodological Guideline of the Minister of Education, Youth, and Sports on the Prevention and Resolution of Bullying in Schools and Educational Institutions**, ref. no. MŠMT-21149/2016.
- **Methodological Recommendation for Primary Prevention of Risky Behavior in Children, Pupils, and Students in Schools and Educational Institutions**, ref. no. 21291/2010-28, as amended.

Characteristics

The development of the school's anti-bullying program is being implemented as a continuous process. It is defined by two key aspects: a whole-school approach and a focus on specific prevention. To effectively protect students from bullying, all teaching staff are actively involved. The focus on specific prevention means that the program is exclusively dedicated to addressing bullying through targeted primary and secondary prevention.

The general structure of **13 key components** serves as a guiding principle not only for anti-bullying measures but also for other risk behaviors, helping to create a comprehensive, integrated school prevention program. The **13 main components** of the school's anti-bullying program are:

1. **Situation analysis – evaluation and assessment** (before, during, and after the implementation of the program or measures); creation of internal school documents, their

approval, alignment with their content, joint adherence to the principles outlined in them, and assessment of their effectiveness.

2. **Motivating teachers for change** through further education funded by the school, granting study leave (paid leave), or offering salary bonuses.
3. **Joint training and supervision of all teaching staff** through model case discussions, real case resolutions with invited experts, group training, and expert-led discussions.
4. **A dedicated implementation team** consisting of the school principal, class teacher representatives from the first stage, an after-school program representative, the school prevention specialist, the school counselor, a special education teacher, and an external school psychologist.
5. **A unified approach to addressing bullying** based on the *Methodological Guideline of the Minister of Education, Youth, and Sports on the Prevention and Resolution of Bullying in Schools and Educational Institutions* (ref. no. 21291/2010-28).
6. **Primary prevention during homeroom periods**, with regular school-wide student meetings every Monday focused on behavioral prevention, and evaluations conducted every Friday. Additional homeroom sessions are held as needed.
7. **Primary prevention in lessons**, incorporating relevant topics in textbooks, children's literature, and safety and behavioral guidelines before any school or extracurricular activity (documented in class registers).
8. **Primary prevention in school and extracurricular programs**, integrating prevention into all school activities, with some specifically aimed at addressing risky student behavior and early signs of bullying.
9. **Protective measures** (school rules and teacher supervision), including detailed supervision schedules and clearly defined rules in the school regulations for all participants in the educational process.
10. **Cooperation with parents**, ensuring they are informed about bullying prevention and resolution methods through the school website, informational letters, and parent meetings. Parents are introduced to the school rules at the beginning of the school year, and prevention materials, including contact information, are displayed on notice boards and made publicly available in the principal's office.
11. **School counseling services**, with a dedicated *School Counseling Center* offering daily consultation opportunities with the school counselor and prevention specialist, **Mgr. Kateřina Ďurišová**; weekly consultation hours every Friday with special education teacher **Mgr. Alice Vičková**; and ad hoc consultations for urgent situations with school psychologist **Mgr. Blanka Antošová Kejíková**.

12. **Collaboration with specialized institutions**, including partnerships with the **Educational and Psychological Counseling Center of Prague-East**, the **Municipal Office in Brandýs nad Labem**, and the **Municipal Police of Brandýs nad Labem**.
13. **Relationships with other schools**, where school principals coordinate and collaborate in cases involving students from multiple schools. Informal meetings between school leaders take place during training events.

Procedure for Investigating and Addressing Bullying According to MP (Ref. No. MŠMT – 21149/2016)

1. Assessing the severity and form of bullying; distinguishing between risky behavior and hidden early-stage bullying.
2. Interviewing those who reported the bullying and the victims.
3. Identifying suitable witnesses.
4. Conducting individual interviews with witnesses (joint investigations of aggressors and witnesses, as well as confrontations between the victim and aggressors, are not allowed).
5. Ensuring the victim's protection.
6. Preliminary evaluation and selection of one of two types of interviews:
 - a) Interview with the victims and interview with the aggressors (leading towards the reconciliation method).
 - b) Interview with the aggressors (leading towards the external pressure method).
7. Implementing the appropriate method:
 - a) Reconciliation method.
 - b) External pressure method (disciplinary discussion or disciplinary committee with the aggressor and their parents).
8. Class meeting:
 - a) Evaluating the effect of the reconciliation method.
 - b) Announcing the punishment of the aggressors.
9. Discussion with the victim's parents.
10. Parent-teacher meeting.
11. Working with the entire class.

SUPPORT MEASURES FOR WORKING WITH CLASS GROUPS (LEVELS 1–3)

LEVEL 1 SUPPORT MEASURES

a) Working with the class (for homeroom teachers):

- **Monitoring the class situation** – targeted observation during regular student activities, group tasks, and collaboration.
- **Assessing the class climate** using available surveys and questionnaires.
- **Establishing clear rules** – gradually implementing and practicing class rules, working with the school code of conduct.
- **Individual approach to students** – providing personalized feedback and helping students gain insight into their behavior.
- **Collaboration with parents** of students exhibiting problematic behavior.
- **Positive reinforcement** – actively recognizing and rewarding prosocial behavior and reinforcing appropriate conduct.
- **Homeroom sessions as needed** – addressing current events and emerging issues, encouraging active listening.
- **Integrating group activities** into lessons.

b) Measures within the school system:

- **Introducing mentors** for new teachers.
- **Collaboration with the School Counseling Center** (school counselor, prevention specialist, psychologist, and school leadership) – sharing information and providing methodological support to homeroom teachers.

c) Cooperation with external organizations:

- **Utilizing general primary prevention programs** offered by counseling centers.
- **Engaging in extracurricular activities** to strengthen class cohesion, such as programs from youth centers, rope courses, and adaptation programs.

LEVEL 2 SUPPORT MEASURES

a) Working with the class (for homeroom teachers):

- See Level 1 support measures, plus:
- **Targeted monitoring** of the current class situation, identifying negative behavior patterns, and providing immediate feedback.
- **Regular homeroom sessions** (possibly integrated into the schedule) to address current events and issues.
- **Increased involvement in the class environment** – spending more time with students and motivating them towards positive change.
- **Reinforcing the school code of conduct** – applying lower-level disciplinary measures.
- **Collaboration with all students' parents** – extraordinary parent-teacher meetings with school leadership to inform parents about the situation and planned interventions.

b) Measures within the school system:

- **Close collaboration with the School Counseling Center** (prevention specialist, special educator, school psychologist) – observations, screenings, consultations, and methodological guidance.
- **Consistent approach** among all teachers working with the class (with support from school leadership) – unified strategy, particularly for addressing problematic behavior.
- **Direct involvement of school leadership** in the classroom to establish a firm stance on problematic behavior.
- **Alternative solutions** to address specific issues, utilizing all available resources, including non-teaching staff.
- **Increased supervision** during breaks in the classroom.

c) Cooperation with external organizations:

- **Consultations with counseling services** – discussions with child protection specialists and methodological guidance from experts.
- **Professional screenings** conducted by counseling center specialists in the class.
- **Collaboration with counseling centers** – using selective primary prevention programs and standardized sociometric tools.
- **Teacher support groups** at counseling centers.

- **Individualized support** for specific students in cooperation with psychological and counseling services.
- **Collaboration with specialists** from other fields, such as psychiatry, social work, and healthcare.

LEVEL 3 SUPPORT MEASURES

a) Class-based interventions:

- **Investigation of classroom issues** according to crisis intervention protocols (bullying investigations, behavioral irregularities).
- **Strict enforcement of the school code of conduct** – applying higher-level disciplinary measures.
- **Maximum supervision** to ensure safety in the classroom.
- **Restructuring the class** – reassigning students, dissolving or splitting the class, or replacing the homeroom teacher.

b) Measures within the school system:

- **Targeted monitoring** across the entire school – establishing a system for tracking inappropriate behavior.
- **Enhanced supervision in high-risk areas** (involving non-teaching staff as well).

c) Cooperation with external organizations:

- **Collaboration with counseling centers** – implementing indicated primary prevention programs, obtaining parental consent, and establishing long-term, intensive cooperation.
- **Cooperation with social services (OSPOD), the Czech Police, Municipal Police, and specialized intervention centers (SVP).**

School Crisis Plan

The school crisis plan is implemented when handling crisis situations in the school. A crisis situation is defined as an event that requires an interruption of lessons in a given class and the separation of one or more students from the rest of the class.

All school staff are familiar with the crisis plan, which is available from the school principal, in the school office, and in both staff rooms.

Crisis Situations:

- Emotional outburst
- A child under the influence of addictive substances
- Epileptic seizure
- Injury
- Sudden illness
- Unauthorized departure from the classroom (school)
- Signs of bullying detected
- Other situations requiring the application of the school crisis plan

Procedure in a Crisis Situation

Primary Intervention

1. **Ensure the child's safety** – separate the child in crisis from other students.
2. **Notify an appropriate professional** as quickly as possible (school psychologist, special education teacher, school nurse, principal, etc.).
3. **If leaving the classroom is not possible** (due to the need to manage the situation with other students or ensure their safety), send a "messenger" (a reliable student) to inform the school psychologist, school nurse, or school office, depending on the situation.
4. **Ensure the safety of the other students.**
5. **If the school psychologist or nurse takes over immediately**, the teacher returns to the class.

6. **If the teacher needs to stay with the child in crisis**, another teacher (who is not currently teaching) or any responsible adult over 18 will supervise the class. The school office is responsible for summoning a substitute teacher or another suitable person.

Follow-up Intervention

Further work with the child or the class, depending on the type of crisis situation, is handled by:

Internal Staff

- School Primary Prevention Methodologist: Mgr. Kateřina Ďurišová
- School Counselor: Mgr. Kateřina Ďurišová

External Staff

- Psychologist: Mgr. Blanka Antošová Kejíková
- School Special Education Teacher: Mgr. Alice Vlčková
- Pedagogical and Psychological Counseling Center
- Special Education Center (which is responsible for the child)
- Behavioral Support Center (which is responsible for the child)
- Child Psychiatry
- OSPOD (Child Protection Services, depending on the child's place of residence)
- Preventive Police Group
- O.S. Prevcentrum

Corrective Measures

The school has corrective measures available to stop the aggression of bullies, some of which may be applied in cases of bullying:

- Educational measures (teacher-student conversation, written agreement between teacher and student, meetings with the child's legal guardians, teacher's warning, principal's warning; as per the classification of behavior in the School Rules).
- Implementation of an individual educational plan for the aggressor.
- Lowering the behavior grade.

- Transfer to a different class, work, or educational group (this must be individually assessed to avoid transferring bullying to a new environment).
- Recommending that parents voluntarily place the student in a residential facility at a behavioral support center or consider a voluntary diagnostic stay in a diagnostic institution.
- Submission of a proposal to the Social and Legal Protection of Children (OSPOD) to start working with the family or to initiate proceedings for a preliminary measure or institutional education, with possible placement in a diagnostic institution.

This document was created by the School Counseling Service at TIP TOES Primary School and Kindergarten according to the Ministry of Education's Prevention and Resolution of Bullying Guidelines, Ref. No. MŠMT – 21149/2016, and was approved by the school principal on January 20, 2017.

Document update took place on August 25, 2022.

Educational staff were familiarized with this document during a staff meeting on August 30, 2022.

This document is effective from September 1, 2022, until further notice.

Mgr. Kateřina Ďurišová School
Prevention Methodologist