

# Meridian International School s.r.o.



## – Anti-Bullying Policy –

# SECONDARY & HIGH SCHOOL (GRADE 6 to GRADE 12)

**Review Date:** 1<sup>st</sup> September (2017)

**Next Review Date:** 20<sup>th</sup> August (2018)

**Approved by:** Mr. Ahmet Gursoy (School Director)

**Signature:**

A handwritten signature in black ink, appearing to read 'A. Gursoy', is written above a solid horizontal line.

## Important Anti-Bullying & Incident Contact Information

Name	Responsibility	Contact
<b>Mr. Ahmet Gursoy</b> (School Director)	Safeguarding Lead	<b>Telephone:</b> +420 775 137 777  <b>Email:</b> ahmet.gursoy@meridianedu.cz
<b>Mr. Michal Hajek</b> (Head of School – All Sections)	Safeguarding Lead	<b>Telephone:</b> +420 777 633 474  <b>Email:</b> mhajek@meridianedu.cz
<b>Mr. Matthew Alford</b> (Head of Secondary & High School)	Deputy Safeguarding Lead	<b>Telephone:</b> +420 734 461 330  <b>Email:</b> matthew.alford@meridianedu.cz
<b>Ms. Jaime Wieberg</b> (Secondary & High School Lead Teacher)	Deputy Safe Guarding Lead	<b>Telephone:</b> +420 721 938 575  <b>Email:</b> jaime.wieberg@meridianedu.cz
<b>Mr. Richard Jackson</b> (Deputy Head of School – All Sections)	Deputy Safeguarding Lead	<b>Telephone:</b> +420 774 507 577  <b>Email:</b> richard.jackson@meridianedu.cz

**PLEASE REFER TO APPENDIX 4 (PAGE 35) FOR BULLYING INCIDENT REPORT FORM. THIS IS THE APPROPRAITE FORMS TO COMPLETE IF ANYONE – STAFF, PARENT OR GUARDIAN – HAS A CONCERN ABOUT AN INCIDENT OF BULLYING, INSIDE AND/OR OUTSIDE OF SCHOOL.**

## Important Child & General Safety Contact Information

Name	Contact Number
Police Department	158
Fire Department	150
Ambulance	155
International Aid Communication in Foreign Languages	112
Prague City Police	156
Department of Social and Legal Protection of Children	+ 420 222 805 244
Educational Psychologist (Prague 8)	+ 420 286 882 368
Canadian Medical Centre Child Psychiatrist	+420 235 360 133

# **Contents: Anti-Bullying Policy**

## **Meridian International School**

### **– SECONDARY & HIGH SCHOOL (GRADE 6 to GRADE 12) –**

<b>Contents</b>	<b>Page Number</b>
<b>1) Introduction</b>	<b>5</b>
1.1 Vision & Statement of Intent	5
1.2 Scope	5
<b>2) Definition</b>	<b>6</b>
2.1 What is Bullying?	6
2.2 Forms of Bullying	7
2.2.1 Bullying Related to Race, Religion or Culture	7
2.2.2 Bullying Related to Special Educational Needs (SEN) & Disabilities	7
2.2.3 Bullying Related to Gifted & Talented Children & Young People	7
2.2.4 Bullying Related to Appearance or Health Conditions	7
2.2.5 Bullying Related to Sexual Orientation	8
2.2.6 Sexist or Sexual Bullying	8
2.2.7 Bullying Linked to Home Circumstances	8
2.2.8 Bullying of and by Meridian International School Staff	9
2.2.9 The Effects of Bullying	9
2.2.10 Signs of Bullying Occurring	9
<b>3) Reporting &amp; Recording Incidents</b>	<b>10</b>
3.1 Reporting Incidents of Bullying (Students)	10
3.2 Reporting Incidents of Bullying (Parents/Guardians)	10
3.3. Recording	11

<b>4)</b>	<b>Prevention of Bullying</b>	<b>11</b>
<b>5)</b>	<b>Responding to Incidents of Bullying</b>	<b>13</b>
<b>6)</b>	<b>Monitoring Review</b>	<b>14</b>
<b>7)</b>	<b>Roles, Responsibilities &amp; Sanctions</b>	<b>15</b>
<b>8)</b>	<b>Anti-Bullying Policy: Summary for Parents &amp; Guardians</b>	<b>16</b>
<b>9)</b>	<b>Anti-Bullying Policy – Advice for Students</b>	<b>17</b>
<b>10)</b>	<b>Useful Links &amp; Resources Related to the Prevention of Bullying Inside &amp; Outside of Schools</b>	<b>18</b>
	10.1 UK Department of Education Advice and Guidance	18
	10.2 Legislative Links	18
	10.3 Specialist Organisation	18
	10.4 Cyber-bullying & Online Safety	19
	10.5 LGBT	20
	10.6 SEND	20
	10.7 Mental Health	21
	10.8 Race, Religion and Nationality	21
	10.9 Sexual Harassment & Sexual Bullying	22
<b>APPENDIX 1:</b>	<b>UK GOVERNMENT ‘BULLYING AT SCHOOL’ GUIDELINES</b>	<b>23</b>
<b>APPENDIX 2:</b>	<b>UK GOVERNMENT ‘ANTI-DISCRIMINATION LAW’ GUIDELINES</b>	<b>26</b>
<b>APPENDIX 3:</b>	<b>CZECH MINISTRY OF EDUCATION ANTI-SOCIAL BEHAVIOUR STRATEGY</b>	<b>30</b>
<b>APPENDIX 4:</b>	<b>BULLYING INCIDENT REPORT FORM</b>	<b>35</b>

# 1. Introduction

As a British School Overseas, Meridian International school invites all students, parents, members of staff and visitors to review the following behaviour policy. Developing an anti-bullying policy which respects both British values and the standards of the Czech Republic. In particular, Meridian International School is committed to upholding the standards of the UK Government and those stipulated by the Department of Education (to see the particulars of the guidelines from the UK government, please view APPENDIX 1 of this document), and the Czech Republic guidelines in APPENDIX 2.

## 1.1 Vision & Statement of Intent

Meridian International School, Prague, is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the school community feel safe, respected and valued. All children have an absolute right to be protected from others who may wish to harm, degrade or abuse them. Bullying of any kind is unacceptable at our school. Bullying may be verbal, physical or psychological. In fact, any action which makes a child feel uncomfortable, insecure or threatened may be defined as bullying. The school disapproves of bullying in all its forms and considers it a most serious offence. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. The staff take the lead in creating a climate in which students will report immediately any bullying incident in the expectation that it will be dealt with urgently and firmly. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

This policy sets out how Meridian International School upholds the above statement by preventing or tackling bullying. It should be considered in conjunction with, and with reference to:

- Meridian International School, Prague, *Mission Statement*;
- Meridian International School, Prague, *Safeguarding Policy*.

## 1.2 Scope

This policy applies only to incidents of bullying which take place on school premises. However, the school has an enduring interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school thus:

If it emerges that if a student is responsible for bullying other children outside school then this matter will be addressed and (if appropriate) the bully's parents/carers informed.

If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents/carers will be informed.

If there are more general concerns about children's safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure. If concerns arise in relation to school transport then the issue will be raised with the transport companies and their help sought in dealing with the problem.

If information is received that a child is being bullied by a sibling or parent/carer outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to social care to safeguard the student (see Safeguarding Policy).

If children are being bullied by pupils of another school then pastoral staff of that school will be informed and invited to deal with the matter.

## 2. Definition

### 2.1 What is Bullying?

There are five recognised features of bullying:

- It is deliberate, hurtful behaviour;
- It is repeated over a period of time;
- It is difficult for those being bullied to defend themselves;
- It is difficult for those who bully to learn new social behaviours;
- Those who bully have and exercise power inappropriately over others.

All forms of bullying can be damaging to the development of both the person being bullied and the person bullying. Bullying can take many forms, but the main types are:

- Physical:** Pushing, hitting, kicking, punching, taking belongings or an act of violence with intent to harm;
- Verbal:** Name calling, insulting, threats/intimidation or making offensive remarks;
- Indirect:** Spreading nasty stories about someone, exclusion from social groups or being made the subject of malicious rumours;
- Cyber:** Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites (BEBO, Facebook, MySpace, BBM, Twitter). Misuse of associated digital technology such as camera and video aids – refer to Safeguarding policy.

Note: bullying is not one-off fall outs between friends.

## **2.2 Forms of Bullying**

### **2.2.1 Bullying Related to Race, Religion or Culture**

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

### **2.2.2 Bullying Related to Special Educational Needs (SEN) & Disabilities**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

### **2.2.3 Bullying Related to Gifted & Talented Children & Young People**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

### **2.2.4 Bullying Related to Appearance or Health Conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

### **2.2.5 Bullying Related to Sexual Orientation**



Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to. Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative context. Also spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted;
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour;
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

#### **2.2.6 Sexist or Sexual Bullying**

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

#### **2.2.7 Bullying Linked to Home Circumstances**

Students may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

#### **2.2.8 Bullying of or by Meridian International School Staff**

Concerns relating to a member of the school staff or other person in a position of trust will be investigated thoroughly (see Safeguarding policy). Likewise, verbal and physical abuse directed from students towards members of staff will also be dealt with severely (see consequences policy). The Principal reserves the right to insist that abusive parents leave the site and take steps to ensure the safety of students, staff and other stakeholders. This could include taking out an injunction against the offending parent to prevent them from accessing the school site in the future.

### **2.2.9 The Effects of Bullying**

Young people who are being bullied are being denied the opportunity to reach their full potential. Effects may be long term and include:

- Absenteeism
- Fall in academic performance
- Poor self-esteem
- Health problems
- Isolation and failure to develop socially
- Depression and suicide
- Relationship difficulties

### **2.2.10 Signs of Bullying Occurring**

These include:

- Change of friendship groups
- Lack of friends
- School rejection
- 'Illness' at certain times or on certain days
- Change in standard of work
- Withdrawal/sudden lack of confidence
- Severe cases of depression
- Missing possessions
- Unexplained cuts and bruises
- Stops eating
- Attempts or threatens self-harm
- Starts stammering

Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be bullying.

### **3. Reporting & Recording Incidents**

#### **3.1 Reporting Incidents of Bullying (Students)**

The school encourages and equips the whole school community to report all incidents of bullying, including students who have experienced being bullied and bystanders who have witnessed an incident. We are a ‘telling’ school.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff including teachers and support staff who are aware of the importance of listening to students’ concerns. We encourage all students to think about significant members of the school community that they can go to when they have a problem. This will generally be the Class Teacher.
- There are three Designated Safeguarding Lead members of staff (see Safeguarding Policy).
- A class system to support younger/vulnerable students in school.
- Students.
- Internal school procedures ensure a concern reported through any of the above channels will be filtered to the SLT to be dealt with as soon as possible.

#### **3.2 Reporting Incidents of Bullying (Parents/Guardians)**

If a concern is raised and not dealt with it becomes a complaint. Concerns and routine queries should be raised to Class Teacher. We place great emphasis on the role of the CT. It is the CT who has the most regular contact with your child, monitoring attendance, academic performance and the general welfare of your child. **If you have a query or a concern please contact the CT first.** Complaints of a serious nature should be made to the Deputy Head or Head of School, or if the complaint refers to the Head of School to the designated School Director. **Please raise your concerns before they become complaints.** In some circumstances it is necessary for the line manager to pass down an issue to another member of staff. This does not mean that the school is taking your concern any less seriously. Through delegation we are trying to ensure that your concern is dealt with as quickly as possible.

At Meridian International School, we firmly believe in a circle of communication between parents, students and the school. Without this students’ needs are not best met. If you have a concern or complaint we would like you to tell us about it. We welcome suggestions for improving our work and want to know if you have any concerns. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident which happened some time ago.

Staff at the school will make every effort to respond to your call/letter within 48 hours. More serious issues will be responded to within 24 hours. Due to the complex nature of some issues it is not always possible to resolve matters within this time frame, but staff will at the very least acknowledge your concern and indicate who is dealing with the matter.

When telephoning, please be aware that most staff will be teaching and that on many occasions you will be asked to leave a message. If the matter is urgent then you can ask the reception staff to find you a senior member of staff who will be able to help you. If you are not sure of the name of the person you want to speak to, please refer to the school website or ask the reception staff who will be able to help you. **Please note it may not be possible to come into school without a prior appointment and expect to see a member of staff.** To avoid disappointment, please book an appointment with your child's Student Manager or Progress Leader in the first instance.

### 3.3 Recording

Bullying incidents will be systematically acknowledged and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the school site to allow preventative measures to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the administration at the school.

## 4. Prevention of Bullying

Meridian International School believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying.

Through PSHE, time/consultations with class teachers, assemblies and national anti-bullying programs, aspects of personal and social behaviour will be taught so children can:

- Recognise bullying behaviour
- Know that they should speak out
- Have the confidence to do so if they are being bullied
- Know who to speak to
- Feel confident that they will be listened to and supported
- Make them fully aware that bullying is a serious breach of the school rules and will not be tolerated.

Meridian International School will also strive to:

- Adopt positive behaviour management strategies as part of the school's *Behaviour Policy*.
- Ensure that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school.
- Provide training on behaviour management and anti-bullying for all relevant staff including lunchtime staff.
- Provide social skills groups for vulnerable individuals and groups.
- Provide a transition programme to support students moving across year groups and key stages.
- Provide information on Czech support agencies, such as *Nadace Nase dite/Our Child Foundation*, bullying including telephone numbers for help lines and addresses for supportive websites.
- Ensure adequate supervision of pupils before school, at breaks and lunchtimes and after school. Use CCTV when applicable to review any incidents in open areas.
- Manage outdoor areas according to year groups as best as possible.
- Provide a range of opportunities at lunchtimes so that pupils have positive activities in which to engage.
- Through the School Council and feedback, students will review the effectiveness of the school's measures in counteracting bullying.
- Use students and peer mentors to pro-actively reduce bullying and act as a student voice. Publish activities and lead assemblies/whole school activities.
- Identify and use opportunities within the school curriculum to discuss aspects of bullying to emphasise that the school does view bullying as a serious issue, and to explore the appropriate ways of behaving towards each other e.g. within citizenship, cross curricular days and as part of the assembly schedule.
- Teachers will ensure that they do not use teaching materials or equipment which portray a bad or negative view of any group because of their ethnic origin, gender, ability/disability etc.
- Teachers will encourage pupils to treat everyone with respect through:
  - modelling the behaviour they expect through their own dealings with pupils;
  - always challenging inappropriate responses from pupils towards other individuals or groups (including racial or minority groups);
  - implementing the school's guide to rewards and sanctions (see Behaviour policy);
  - promoting the school's anti-bullying policies at the start of the school year, to highlight the issue and to encourage pupils to take a positive stand against bullying;

- promoting positive and caring attitudes towards minorities through the curriculum, assemblies, school interaction and charity work;
- the school will, through staff and partner organisations, restrict access to certain websites on the school computing system and monitor internet use where appropriate;
- Regulate the use of mobile phones during the school day;
- Work pro-actively with community groups to respond to and help eradicate anti-social behaviour in the community. Liaising with members of the community e.g. transport service providers and engaging in community initiatives and safer school partnerships.

## **5. Reporting to Incidents of Bullying**

All staff have a responsibility to tackle bullying. The school endeavours to ensure that teachers and other adults working with students are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. This includes recognising the signs of bullying in children and how to identify vulnerable young people who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. All of this is to ensure that everyone in Meridian feels competent and confident in appropriately challenging bullying. It will be ensured that staff have a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long-term support to those affected by bullying.

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected staff will talk to the suspected victim, the suspected bully and any witnesses and take written statements. It is recognised that in some situations 'victims' may exaggerate or invent bullying incidents and members of staff need to be aware of this.

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety.
- Positive reinforcement that reporting the incident was the correct thing to do.
- Reassurance that the victim is not responsible for the behaviour of the bully.
- Informing/informing parents at the earliest opportunity.
- Strategies to prevent further incidents.
- Sympathy and empathy.
- Counselling.
- Befriending /creation of a support group.
- Extra supervision/monitoring.
- Peer mediation/peer mentoring.

- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability).
- Arrangements to review progress.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in school will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the school to take action on cyber bullying which has occurred outside of school time.

For the Bully:

- Talking about what happened, to discover why they became involved.
- Informing the bully's parents/guardians.
- Continuing to work with the bully in order to modify attitudes, this can include changes to class groupings or school travel arrangements.
- Taking one or more of the disciplinary steps described below to prevent further bullying.

## **6. Monitoring & Review**

To seek opinion of the effectiveness of anti-bullying strategies in place, the school will survey/obtain information from a range of stakeholders. This will include:

- Termly meeting with the School Council.
- Parental survey at Parents' Evenings (to ascertain how effectively the school cares for students and deals with bullying).
- Opportunities for parents/carers to contact the school via Edupage and website.
- Informal meetings and discussions with parents/carers and students.

Data will be used by the Senior Management Team to review strategy and celebrate success. The policy will be reviewed by the Head of School and School Directors annually at the first meeting at the start of each academic year.

Advice/parents' guides will be posted on the website to ensure parents/carers are kept informed of the latest trends. This will enable the school and parents/carers to work together to minimise and prevent bullying in our community.

## **7. Roles, Responsibilities and Sanctions**

Meridian International School has a 'behavioural review' board for each section of our institution. Each negative incident surrounding the phenomenon of bullying will be reviewed

and assessed accordingly to the individual circumstance of each particular case. Information about the ‘behavioural review’ board is featured at the beginning of this document.

Where students do not respond to preventative strategies to combat bullying, tough action will be taken.

At Meridian International School, Prague, intimidating or bullying others (including by electronic media [cyber-bullying]) are considered as ‘serious’ breaches of the Positive Behaviour Policy, and a range of strategies and/or sanctions may be applied, determined in accordance with the Positive Behaviour Policy and through consideration of the nature of the bullying on a case-by-case basis. The Head of School will be informed, and may be consulted with regard to appropriate sanctions, which may include:

- Writing a letter of apology – Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withdrawal of other privileges (e.g. for cyber bullying, iPad use is suspended);
- Withholding participation in any School trip or sports events that are not an essential part of the curriculum;
- Individual Action Plan or a Weekly Report Card monitored by the Class Teacher or by the Head of Primary/Secondary;
- Warning of exclusion in the event of further misbehaviour;
- Exclusion from lessons or from school. Exclusions include:
  - Internal Suspension (between 1 and 3 days, depending on severity);
  - External Suspension (between 1 and 3 days, depending on severity). Student and parents must meet with the Head of Primary/Secondary on the day of return, prior to the student being permitted back in class;
  - Indefinite Suspension is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;
  - Permanent Exclusion (expulsion) is the ultimate sanction.

The Head of Pre-School/Primary/Secondary/High School will contact the parents/guardian, by telephone or e-mail, to inform them of the situation and will arrange a meeting with the student, the parents, and the Class Teacher.

The appropriate sanction will be explained at the meeting and subsequently implemented.

Some offences, where it is the duty of the school to report particular incidents, may lead to Police involvement in order to safeguard the school community.

The school may also offer support to the student in terms of outside counselling.

Further Offences: any further instances of bullying will be dealt with directly by the Principal and may result in the parents being required to find alternative arrangements for the education of their child, possibly at short notice, in accordance with the school’s published Terms & Conditions.



- The School Director will notify the parents/guardians of the sanctions by letter. Review and Appeal.
- The review and appeal process for serious disciplinary matters is outlined in and governed by the Concerns & Complaints Policy.

## **8. Anti-Bullying Policy – Summary for Parents & Guardians**

No school is immune from bullying and no school should be complacent. If bullying occurs at Meridian International School, Prague, it is vitally important that all of us should know what action to take. We have produced three guides to deal with any occurrence: one for parents, one for staff (who all have a copy) and one for students.

Please read your guide carefully and act on it if necessary. Staff at Meridian International School, Prague, recognise bullying behaviour as all forms of physical and psychological abuse systematically directed at victims who find this hurtful. We take responsibility for helping all students to understand what bullying is and the harm it can do. We believe that adults can set an example in their own behaviour. We hope that the ethos of the school will help to instil mutual respect and civilised behaviour.

We recognise that in our preventative approach to bullying we should provide pupils with the opportunity to discuss the topic through class teacher periods and meetings. We will also ensure that every student knows where, when and to whom they can talk about any bullying incidents. This may be staff at school or parents at home. Pupils must feel confident that talking to adults is the proper course of action if they witness or experience bullying.

If you discover that your child is being bullied do not encourage him or her to 'hit back'. It may be contrary to your child's nature and may be just what the bully wants. Emphasise to your child that there is nothing wrong with him or her and that he or she can be helped. Contact the School. Incidents of bullying should be immediately referred to the Class Teacher. Senior staff may then be called in to help. Although the nature of the response will depend on the circumstances, we have a standard procedure to follow which does not necessarily involve punishment in the first instance. Staff are experienced and use tact and discretion in their follow-up.

The whole school community (parents, pupils, teaching and support staff) has a role to play in combating bullying. All pupils should be aware that there is no such thing as an innocent bystander and the school neither condones nor ignores bullying, while all adults should be familiar with this policy to avoid inappropriate action being taken. We should all be committed to ensuring that every student receives his or her education in a safe environment free from humiliation, oppression or harassment.

Please refer to the full policy for more detailed information.

## **9. Anti-Bullying Policy – Advice for Students**

Bullying can ruin a student's school life and education, so we treat it very seriously. It is a form of anti- social behaviour that has no place at Meridian International School. Bullying can take

many forms: physical, psychological or verbal. It can affect the happiness and achievements of the victims, the on-lookers and the bullies themselves. Remember that there may be others being bullied so you will be helping them as well as yourself by talking to someone.

The following advice has been suggested and approved by Meridian International School students:

- Try to ignore the person who is attempting to bully you.
- Tell someone what has been happening, even if you have been warned not to. You may go to any adult in school, but particularly your Class Teacher or your parents. They will want to know and to help.
- Do not retaliate (try to get even) in a physical or verbal way. Walk calmly away from the situation.
- Do not blame yourself.
- If you see someone else being bullied find an adult in school (possibly your Class Teacher or teachers) and explain what you have seen and heard.
- Do not just ignore bullying. Think about how you would feel in the victim's position. Remember that bullying doesn't go away by itself.
- Make sure that you do not get involved in the bullying as an 'easy' option out of the situation – don't help the bully, help the victim.

Basic advice on appropriate and positive behaviour within school:

- Be friendly. Friends help you avoid these situations.
- React calmly, walk away to avoid further reaction.
- Think positively about yourself. Be confident.

Some advice on how to avoid being a bully:

- Talk about problems, rather than taking them out on someone else.
- Don't make unpleasant remarks about anybody – even if you intend them as a joke.
- Try to avoid confrontations: find some way and somewhere to cool down.

**WE ALL HAVE A RESPONSIBILITY TO ENSURE THAT BULLYING HAS NO PLACE AT MERIDIAN INTERNATIONAL SCHOOL, PRAGUE.**

## **10. Useful Links and Resources Related to the Prevention of Bullying Inside & Outside of Schools**

Whilst we are based in the Czech Republic, Meridian International School acknowledges that English language sources may be of more benefit to the majority of our students. As such – in accordance to our policy – students which seek outside help should first contact the required Czech agencies in 10.1, yet they should also take note of the recommended UK resources in case they are not Czech-language speakers.

### **10.1 UK Department of Education Advice and Guidance**

#### *DfE Behaviour & Discipline in Schools Guidance*

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

#### *Mental Health & Behaviour in Schools Advice for School Staff*

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

#### *Counselling in Schools A Blueprint for the Future: Advice for School Leaders & Counsellors*

<https://www.gov.uk/government/publications/counselling-in-schools>

#### *Keeping Children Safe in Education (KCSIE)*

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

#### *Working Together to Safeguard Children*

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### **10.2 Legislative Links**

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school

[http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga\\_20060040\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf)

The Equality Act 2010

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

### **10.3 Specialist Organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying. The U.K. has more available agencies available in comparison to the Czech Republic, however students

are encouraged to first seek help from the two Czech groups below. In the following organisations, Czech groups are listed first, followed by English-language recommendations for more general information.

**Our Child Foundation (Nadace Nase dite):** Following the model of the British Childline, the NND launched a nationwide Safety Line 116 111 for children and young people.

The line was launched on October 1, 1994. In 1994, the foundation also established an association called the Safety and Youth Line Association, which was entrusted with the continuous operation of the Safety Line.

After 10 years of experience, October 1, 2004, the Association of Safety and Youth was united. The association took over the main projects of the Foundation - the Safety Line, the Parental Line and the Home Message Line. At the end of 2004, the association also had the task of providing all the necessary funds for these projects.

The internet line helps children as well as the telephone crisis line. The Internet link can also be contacted by e-mail at [help@linkabezpeci.cz](mailto:help@linkabezpeci.cz)

[www.nasedite.cz](http://www.nasedite.cz)

**EDUin:** an organisation which promotes education reform in the Czech Republic, which can be contacted about guidelines and bullying procedures within schools.

[www.eduin.cz](http://www.eduin.cz)

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

<https://www.anti-bullyingalliance.org.uk/>

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

<https://diana-award.org.uk/>

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

<https://www.kidscape.org.uk/>

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

<http://www.antibullyingworks.co.uk/the-big-award/>

## 10.4 Cyber-bullying & Online Safety

**Safer Internet:** Czech Republic based resource that offers a portfolio of education activities for students, parents and teachers, about internet and online safety.

<https://www.saferinternet.cz>

**Pomoc Online:** Anti-Cyber Bullying assistance and help, including a hotline for children to call. The organisation also has a mission to remove illegal content from the internet.

<https://www.pomoconline.saferinternet.cz>

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

<http://www.childnet.com/>

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

<https://www.thinkuknow.co.uk/>

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of ‘sexting’.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

## 10.5 LGBT

**STUD ASSOCIATION:** Czech Republic based group role is to support gay, lesbian, bisexual and transgender minority and seek to attain full equality between LGBT community and other members of the society. STUD is primarily focused on working with youth to ease the process of coping with one’s sexual orientation.

<https://stud.cz>

**EACH:** (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

<https://each.education/resources>

**Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

<https://www.theproudtrust.org/>

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

<http://www.schools-out.org.uk/>

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

<https://www.stonewall.org.uk/>

## 10.6 SEND

**Life for Children/Zivot Detem:** a Czech Republic charity that focussing on helping children with disabilities. They can be contacted for advice and also in regard to charitable aid.

<https://www.zivotdetem.cz>

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

<https://www.mencap.org.uk/>

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.

<https://www.changingfaces.org.uk/>

**Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[https://contact.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](https://contact.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

**Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/groups-more-likely-experience-bullying/sen-disability>

## 10.7 Mental Health

**ALPA:** a Czech-based charity which focusses on supporting families with children suffering from issues of mental health.

<https://www.alpa.cz>

**PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues.

<https://www.pshe-association.org.uk/>

## 10.8 Race, Religion and Nationality

**Anne Frank Trust:** Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.  
<https://annefrank.org.uk/>

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.  
<https://educateagainsthate.com/>

**Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.  
<https://tellmamauk.org/>

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.  
<https://www.gov.uk/government/groups/anti-muslim-hatred-working-group>

## 10.9. Sexual Harassment & Sexual Bullying

**Chance to the Children:** Czech charity that offers support to abused children. Offers assistance and support to children that are being abused, or for individuals that believe a child may be abused.

<https://sancedetem.cz>

**Ending Violence Against Women and Girls (EVAW):** A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

<https://www.endviolenceagainstwomen.org.uk/>

**Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

<https://www.disrespectnobody.co.uk/>

**Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

<https://www.anti-bullyingalliance.org.uk/>

## **APPENDIX 1: BULLYING AT SCHOOL**

Taken from: <https://www.gov.uk/bullying-at-school>

### **1. The Law**

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

**CALL THE CZECH POLICE IF YOU OR SOMEONE ELSE IS IN IMMEDIATE DANGER.**

**Telephone Number: 158**

#### **Schools and the Law**

By law, all schools must have a behaviour policy in place that included measures to prevent all forms of bullying among pupils.

The policy is decided by the school. All teachers, pupils and parents must be told what it is.

#### **Ant-discrimination Law**

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

### **2. Reporting Bullying**

You should report bullying to your school in the first place – or someone you trust if it happens outside school, for example in a club or online.

Tell the police if the bullying involves a crime.

#### **Schools – Reporting Bullying**

School staff will deal with bullying in different ways, depending on how serious the bullying is.



They might deal with it in school, for example by disciplining bullies, or they might report it to the police or social services.

**CALL THE CZECH POLICE IF YOU OR SOMEONE ELSE IS IN IMMEDIATE DANGER.**

**Telephone Number: 158**

### **Where to Get Help & Advice**

- Anti-Bullying Alliance (<http://www.anti-bullyingalliance.org.uk/>)
- Bullying UK (<http://www.bullying.co.uk>)
- Childline (<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>)
- The Diana Award (<http://diana-award.org.uk/>)
- Internet Matters (<https://www.internetmatters.org/issues/cyberbullying/>)
- Kidscape (<http://www.kidscape.org.uk>)
- The UK Safer Internet Centre (<http://www.saferinternet.org.uk/>)
- UK Council for Child Internet Safety (UKCCIS)  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

### **3. Bullying Outside School**

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council.

### **4. Bullying – A Definition**

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online (for example email, social networks and instant messenger).

Your school should have its own policy to stop bullying.

## APPENDIX 2: UK GOVERNMENT ‘ANTI-DISCRIMINATION LAW’ GUIDELINES

Taken from: <https://www.gov.uk/discrimination-your-rights>

### 1. Types of Discrimination (Protected Characteristics)

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called ‘protected characteristics’.

You’re protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

You’re legally protected from discrimination by the **EQUALITY ACT 2010**.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

You’re also protected from discrimination if:

- you’re associated with someone who has a protected characteristic, e.g. a family member or a friend.
- You’ve complained about discrimination or supported someone else’s claim.

## **Action Against Discrimination**

You can do something voluntarily to help people with a protected characteristic. This is called 'positive action'.

Taking positive action is legal if people with a protected characteristic:

- are at a disadvantage.
- have particular needs.

## **2. How You Can Be Discriminated Against**

Discrimination can come in one of the following forms:

- direct discrimination - treating someone with a protected characteristic less favourably than others indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.
- victimisation - treating someone unfairly because they've complained about discrimination or harassment.

## **3. Discrimination at Work**

The law protects you against discrimination at work, including:

- dismissal
- employment terms and conditions
- pay and benefits  
promotion and transfer opportunities
- training
- recruitment
- redundancy

Some forms of discrimination are only allowed if they're needed for the way the organisation works, e.g.:

- a Roman Catholic school restricting applications for admission of pupils to Catholics only
- employing only women in a health centre for Muslim women

## **Disability**

If you're disabled you have the same rights as other workers. Employers should also make 'reasonable adjustments' to help disabled employees and job-applicants with:

- application forms, e.g. providing forms in Braille, audio formats
- aptitude tests, e.g. giving extra time to complete the tests
- dismissal or redundancy discipline and grievances
- interview arrangements, e.g. wheelchair access, communicator support
- making sure the workplace has the right facilities and equipment for disabled workers or someone offered a job
- promotion, transfer and training opportunities terms of employment, including pay
- work-related benefits like access to recreation or refreshment facilities

## **What You Can Do**

If you're discriminated against at work there are ways to deal with it

<https://www.gov.uk/discrimination-your-rights/what-you-can-do>

Employers have to follow the law on preventing discrimination at work.

<https://www.gov.uk/employer-preventing-discrimination>

## **Other Types of Unfair Treatment**

You're also protected from being treated unfairly because of:

- trade union membership (<https://www.gov.uk/join-trade-union/trade-union-membership-your-employment-rights>) or non-membership
- being a fixed-term (<https://www.gov.uk/fixed-term-contracts>) or part-time worker (<https://www.gov.uk/part-time-worker-rights>)

## **4. What You Can Do**

If you think you've been unfairly discriminated against you can:

- Complain directly to the person or organisation
- Use someone else to help you sort it out (called 'mediation' or 'alternative dispute resolution')
- Make a claim in a court or tribunal

Contact the Equality Advisory Support Service (<https://www.gov.uk/equality-advisory-support-service>) for help and advice.

### **Discrimination at Work**

Employees should talk to their employer first to try and sort out the problem informally. You may also want to read about workplace disputes (<https://www.gov.uk/solve-workplace-dispute>).

If things can't be sorted out informally, talk to Acas (<http://www.acas.org.uk/equality>), Citizens Advice (<http://www.citizensadvice.org.uk/index/getadvice.htm>) or a trade union representative.

You might be able to take a claim to an employment tribunal (<https://www.gov.uk/employment-tribunals>) for discrimination.

## **APPENDIX 3: CZECH MINISTRY OF EDUCATION ANTI-SOCIAL BEHAVIOUR STRATEGY**

Taken from: <http://www.msmt.cz/areas-of-work/social-programs/the-strategy-for-the-prevention-of-sociopathic-phenomena-in?lang=2>

**The Ministry of Education, Youth and Sports (hereinafter only as the ministry) plays the pivotal role in the primary prevention of sociopathic phenomena in children and youth in the Czech Republic.**

In the area of primary drug prevention, the ministry was entrusted with the coordination of primary drug prevention on the inter-ministerial level by Czech Government Resolution No. 549/2003, On Strengthening the National Anti-Drug Policy.

It was driven not only by the overall number of children, pupils and students being educated in schools, but also by the total length of time when they are affected by the school environment. The period of school education has a very important function in the area of young people's character formation, and anything that fails at this stage can only with great difficulty be corrected in adulthood. This is also the reason that the area of the prevention of sociopathic phenomena in the school population is paid exceptional attention, namely not only on the part of the ministry but also on the part of all the other components participating in the management of the system of education, especially the regions and municipalities.

Sociopathic phenomena are perceived as a whole and only subsequently divided for working purposes into the prevention of drug addiction and the prevention of criminality. Primary prevention is understood as all the specific activities implemented with the objective of preventing the problems and consequences connected with sociopathic phenomena or minimising their impact and limiting their spread.

### **Basic Objectives of the Strategy**

- education towards a healthy lifestyle.
- development and support of social competencies.
- achievement of higher quality and efficiency in the programmes being implemented by improving the quality of the coordination and inspections of specific primary prevention across ministries.

### **Starting Points of the Strategy for Primary Prevention in Education**

- regular meetings with district and regional coordinators.
- analysis of the needs in the field.
- long-term objectives in the regions.
- experience with the fulfilment of past conceptions.

- conception of prevention in the principle governmental and international documents.

### **Principles of Primary Prevention in Education**

Prevention in the jurisdiction of the ministry includes mainly activities in the areas of:

- violence and bullying;
- playing truant;
- criminality, delinquency, vandalism and further forms of violent behaviour;
- endangering morals and threatening the moral education of the young;
- xenophobia, racism, intolerance and anti-Semitism;
- use of addictive substances (including the neglected alcohol and smoking), anabolic steroids, medicaments and further substances;
- virtual drugs and pathological gambling;
- hooliganism;
- commercial sexual abuse of children;
- syndrome of maltreated and abused children;
- sects and sociopathic religious movements.

### **Segmentation of Primary Prevention**

- **Non-specific primary prevention** is understood as leisure-time activities which form an inseparable part of general primary prevention and which comprise all the methods and approaches enabling the development of a balanced personality, including the opportunity to develop talents, interests, and movement and sporting activities. Programmes of non-specific prevention (e.g. various leisure-time activities) would exist and be desired even if there were no sociopathic phenomena.
- **Specific primary prevention** is understood as the system of activities and services for individuals in the absence of which further negative development could be expected. It includes support programmes for groups at risk, for children with special educational needs as prevention from exclusion.

### **Objectives of Specific Primary Prevention**

- the interconnectedness of the system of the ministry of education and the systems of the other related ministries
- a unified system of the coordination of activities in the area of primary prevention on the horizontal and vertical levels of preventive activities of organisations directly managed by the MEYS and preventive strategies on the level of the regions



- effective cooperation on the international level in the area of primary prevention of sociopathic phenomena in children and youth
- a functional information system for the implementation of preventive action
- a functional system of school methodologists and regional prevention coordinators
- an effective system of accreditation of educational programmes in the area of primary prevention
- multisource and multiple-year financing of the primary prevention projects

## **Target Groups of Specific Primary Prevention**

### **Children and Youth**

The objective of activity in the area of the prevention of sociopathic phenomena is a child:

- responsible for his/her own conduct and way of life to an extent corresponding to his/her age with strengthened mental resilience to stress, negative experiences and influences
- able to make independent (and if possible correct) decisions
- with adequate socio-psychological knowledge
- able to solve problems, or able to seek assistance when solving them
- with a clearly negative relation to addictive substances
- participating in the creation of the environment and life conditions.

### **Pedagogical Staff**

- Increasing the resistance of children and youth to sociopathic phenomena requires systematic and coordinated preparation on the part of the implementers of preventive activities in schools and educational facilities.
- A prerequisite for fulfilling the objectives in the area of prevention is an educated, professionally erudite pedagogue equipped in terms of the communication, psychological potential and special-education skills necessary.

### **Specific Target Groups**

Prevention based in society presupposes a number of cooperating units. Along with the family, schools and educational facilities, it is necessary to coordinate and interconnect measures in the areas of social-legal protection of children, health-care facilities, local authorities, non-governmental not-for-profit organisations, counselling institutions in education, religious associations, police, cultural centres, interest organisations, business entities, etc.

## **Standards of Professional Qualifications of the Providers of Programmes of Primary Prevention in the Use of Addictive Substances**

The standards form an instrument for judging the quality of preventive programmes.

General requirements of the programmes:

- availability of professional programmes and respect for the rights of the clients
- respect for the specific problems and needs of the target group
- principles of providing professional programmes
- professional leadership and development of employees and teams (provision of the conditions for quality work and professional development) accessibility and external relations
- provision of the fundamental organisational, personnel and economic requirements for providers
- minimal security (occupational safety and health, occurrence of infection, evacuation plan, suicidal tendencies, violence, acute intoxication etc.)
- clear setting of material-technical needs of the programme
- ensuring the integration of the programme into a wider system of preventive action (ensuring connectivity)
- evaluation of the quality and effectiveness of the professional programmes

**The implementer** of this process is the Institute for Pedagogical-Psychological Counselling (IPPP), whose tasks are chiefly:

- education of auditors (certifiers)
- provision of the implementation of local investigation

**The Focus of the Programmes:**

- programmes of specific primary prevention provided within school attendance
- programmes of specific prevention provided outside of school attendance
- programmes of timely intervention
- educational programmes in the area of specific primary prevention
- publication activity in the areas of primary prevention

**Secondary Prevention**

Within the area of education, this system includes Educational Care Centres. These centres:

- are components of selected diagnostic institutes and educational institutes
- have their activity defined in Sections 16 and 17 of Act No. 109/2002 Coll., On the Provision of Institutional and Juvenile Correctional Education at School Facilities and on Preventive Educational Care at School Facilities

- have the task to help prevent the origin and development of negative manifestations in the behaviour of a child or disruption of his/her healthy development, to limit or eliminate the causes or consequences of already established behavioural disorders
- work predominantly on the level of secondary prevention
- accept their clients (children or parents) on the basis of their free choice
- are divided into workplaces
  - drop-in
  - all-day (stationary)
  - residential (boarding)
- work predominantly with the entire family
- offer and provide comprehensive preventive educational care and psychological assistance to children and youth at risk or with manifestations of behavioural disorders and negative phenomena in the social development as well as to children and youth released from institutional treatment during their integration into society
- provide consultations, professional information and assistance to parents or legal guardians and the pedagogical staff of schools and educational facilities in the area of the education of pupils at risk or with manifestations of behaviour disorders and negative phenomena in their social development
- cooperate in the preparation of plans for activities that prevent sociopathic phenomena and drug addiction in the area of their activity
- prepare professional bases at the request of courts, police and Organs for Social-Legal Protection of Children for their decisions, including institutional care
- cooperate with the probation and mediation service

**APPENDIX 4: BULLYING INCIDENT REPORT FORM**

<b>Date &amp; Time of Incident</b>	
<b>Location (if appropriate)</b>	
<b>Observed or Reported?</b>	
<b>Alleged Aggressor</b>	
<b>Alleged Victim</b>	
<b>Witness</b>	
<b>Staff Supervising at the Time</b>	
<b>Circumstances</b>	
<b>Nature of Bullying</b>	
<b>Repeated or One-Off?</b>	
<b>Immediate Action Taken</b>	
<b>Report Completed By</b>	
<b>Staff Action</b>	

Follow-up Action

<b>Head of School</b>	
<b>Director</b>	
<b>Preventative Action Taken (if any)</b>	
<b>Date Report Filed</b>	

Additional comments, if required, should be made on the reverse of this page.