



PREVENTIVNÍ PROGRAM

**Základní škola
a gymnázium**

Leonardo V. Academy

The Renaissance of Education
Dlouhá 713/34, Praha

School Prevention Programme

Primary and Secondary School

Leonardo V. Academy

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1 What is the School Prevention Programme

General Provisions

Based on the provisions of Section 29(1) and Section 30(3) of Act No. 561/2004 Coll. (the Education Act) and Section 18(c) of Act No. 379/2005 Coll. (on measures to protect against damage caused by tobacco products, alcohol and other addictive substances), which includes in the prevention of risk behaviour among children, pupils and students in schools and educational institutions the consumption of drugs, including alcohol, smoking, criminal behaviour, gambling, truancy, bullying and other forms of violence, racism, intolerance, etc., and drawing on the Methodological Recommendation of the Czech School Inspectorate *Approaches to Challenging Behaviour of Children and Pupils and Possibilities for its Resolution* (Prague, ČŠI, 2021), the Headmistress hereby issues this **Minimum Prevention Programme for the School Year 2025/2026 (MPP 2025/2026)**.

This MPP is also based on the **National Strategy for Primary Prevention of Risk Behaviour among Children and Youth for the Period 2019–2027**.

The School Prevention Programme is an internal annual document of the school that falls within the scope of primary prevention. It summarises information and activities that influence pupils' education towards a healthy lifestyle, their positive personal and social development, and the strengthening of their social and communication skills. It is linked to other internal documents of the school, including the School Rules, the School Educational Programme, the Crisis Plan and the Anti-Bullying Programme. The Programme also specifies the personnel arrangements for primary prevention within the school.

The aim of this annual Prevention Program is to present a unified plan and preventive interventions focused on preventing risky behavior for all children, students, school staff, and parents. The term "risky behavior" refers to behavior that results in a demonstrable increase in health, social, educational, and other risks to individuals or society. The term "risky behavior" refers to "behavior that results in a demonstrable increase in health, social, educational, and other risks to individuals or society"¹.

We initiate primary prevention at all levels of elementary school and high school, **appropriate to the age of the students**. The prevention program is aimed at all age groups. The activities of the Prevention Program also focus on the personal and social development of children and students, training in social communication skills, and the prevention of risky behavior among students. It is intended for children in preparatory classes and all students in grades 1–9 of elementary school and all grades of the grammar school.

Primary prevention consists of two approaches. **Specific primary prevention** of risky behavior includes activities and programs that are specifically aimed at preventing and reducing the occurrence of individual forms of risky behavior among students. These interventions take the form of lectures and workshops with internal school staff and school counseling centers or with accredited external experts invited by the school. **Non-specific primary prevention** of risky behavior includes all activities that are not directly related to a specific type of risky behavior but help reduce risks by promoting a healthy lifestyle and the acquisition of positive social behavior through the meaningful use and organization of free time, such as hobby, sports and leisure activities, and other programs that lead to compliance with certain social rules, healthy personality development, and responsibility for oneself and one's actions¹.

Forms of risky behavior are listed in the Methodological Recommendation of the Ministry of Education, Youth and Sports on the primary prevention of risky behavior among children, pupils, and students in schools and educational institutions (hereinafter referred to as the Methodological Recommendations) - aggression, bullying, cyberbullying and other forms of risky communication via multimedia, violence, domestic violence, crisis situations involving violence, vandalism, intolerance, anti-Semitism, extremism, racism and xenophobia, homophobia, theft, robbery, extortion, threats, truancy, addictive behavior, use of various types of addictive substances, netolism, gambling, risky sports and risky behavior in transport, accident prevention, spectrum of eating disorders, negative influence of sects, risky sexual behavior.

2 School Analysis and Risk Analysis

Leonardo V. Academy Elementary School and High School is a bilingual school that combines the Czech curriculum with modern educational trends and international programs (Pearson Edexcel, International Baccalaureate, British School Overseas).

Our mission is to create an environment where students learn with understanding, joy, and responsibility for their own learning.

The Goals of Free Renaissance Study

- Enable students to study and understand in English.

¹ NÁRODNÍ STRATEGIE PRIMÁRNÍ PREVENCE RIZIKOVÉHO CHOVÁNÍ DĚTÍ A MLÁDEŽE NA OBDOBÍ 2019 – 2027, s.5

- Maximize individualized approaches to students with regard to their potential for further learning (meaningful, activating, individualized learning).
- Guide students to distinguish and respect the different roles they will encounter in life, promoting healthy self-confidence and a realistic view of their abilities.
- Encourage students to enjoy knowledge and skills.
- Help students realize that they are free and independent thinkers, capable of living among people and taking responsibility for their decisions.
- Encourage students to work together in groups, with an emphasis on communication (not being afraid to ask questions, ask for help, advice, or clarification).
- Encourage students to strive to understand the needs of others, live in a community, give and accept help, and work together.

The school addresses academic (under)achievement by regularly evaluating **educational outcomes**. According to §7 of Decree No. 72/2005 Coll., on the provision of counseling services in schools and school counseling facilities, the principal and executive director of the school provide counseling services for students who need support in developing their talents or addressing failure. These services are provided by the **school counseling center**.

The school has two important internal documents to support it in addressing **behavior** in education. **The School Rules** set out the basic rights and obligations of students and their legal guardians, rules for mutual relations with school staff, and rules for school staff to ensure safety and good relations at school. Through this **Prevention Program**, the school principal regulates, **in accordance with other conditions**, the safety and health protection of children and pupils and their protection against socially pathological phenomena and manifestations of discrimination, hostility, or violence.

Dealing with student behavior is carried out on three levels². Specific and non-specific **prevention** is led by the school prevention methodologist, class teachers, and selected other teachers. **Interventions** are organized by the school counseling team (educational counselor, school prevention methodologist, school psychologist). Risk behavior among students is addressed in a multidisciplinary manner by the school counseling team in cooperation with external workers or non-profit organizations.

We will conduct a risk analysis this school year by repeating a questionnaire survey among students (in all classes) to identify areas of risk (bullying, cyberbullying, drugs, anxiety, addiction, poor relationships, etc.). We will use the results from previous years and consult with the educational advisor, school psychologist, teachers, and parents.

Based on this analysis, we will continue to modify and supplement the activities of the primary program during the school year and identify priority areas for the 2025/26 school year (relationships, internet safety, bullying, addiction), which we will supplement with additional activities.

3 Risk Behavior Response Team

School Management (School Principal, Executive Principal, and Deputy Principals)

- creates conditions for the prevention of socially pathological phenomena and for the implementation of prevention measures
- is responsible for the implementation of the prevention program, coordinates the creation, monitors the implementation and evaluation of the MPP, and integrates the school prevention team into the school's educational program
- participates in meetings with parents of pupils, resolves current problems related to the occurrence of risky behavior at school
- supports teamwork and cooperation with other organizations, monitors the activities of class teachers
- monitors proposals for measures and their evaluation
- coordinates the training of school teaching staff in the area of primary prevention of risky behavior

² Dle Metodického doporučení ČŠI Přístupy k náročnému chování dětí a žáků a možnosti jeho řešení, Praha 2021.

School Prevention Methodologist

- coordination of the creation and monitoring of the implementation of the school's prevention program³
- coordination and participation in the implementation of school activities aimed at preventing truancy, addiction, violence, vandalism, sexual abuse, abuse by sects, pre-criminal and criminal behavior, risky manifestations of self-harm, and other forms of risky behavior
- methodological guidance for school teaching staff in the area of primary prevention of risky behavior (identifying problematic behavior, preventive work with class groups, setting up appropriate support aimed at eliminating risky behavior, etc.).
- coordinating cooperation between the school and state and local government authorities responsible for the primary prevention of risky behavior
- keeping written records documenting the scope and content of its activities and the measures proposed and implemented
- contacting the appropriate specialist department and participating in intervention and follow-up care in the event of acute risk behavior
- keeping documentation, records, and administration related to standard activities in accordance with the Personal Data Protection Act and passing on information about the school's preventive programs for the purposes of analysis, statistics, and regional prevention plans
- mapping the occurrence of risky behavior at school
- providing materials and information on the issue to all teachers, students, and their legal guardians

Educational Counselor

- **1. Addressing student failure and specific learning disorders.**
- communicates with school counseling facilities (educational-psychological counseling centers and special education centers), classroom teachers, and parents
- ensures the organization and administration of individual education plans, educational support plans, and support measures for students throughout the school.
- Maintains contact with parents and teachers in situations where a child's performance has deteriorated, is experiencing difficulties starting school, or other educational problems arise (slow pace, lack of understanding of lessons).
- Keeps records of children and pupils with SLDs, keeps records of integrated pupils, assists in the creation of PLPPs and IVPs.
- cooperates with PPP, special educators, and social educators
- cooperates with the school prevention methodologist (ŠMP) in detecting warning signs
- participates in the implementation of MPP, educational commissions, proposing measures and their evaluation
- provides consultations to teaching assistants

- **working with gifted students** (intellectual, athletic, musical, artistic, or dance talents), **foreign students, and students with behavioral problems** (truancy, mood swings, aversion to school, bullying, substance abuse).
- Communicates with class teachers, parents, organizations supporting gifted children, school counseling facilities (educational care centers, pedagogical-psychological counseling centers), the Center for the Integration of Foreigners, NPI, the Czech Police, OSPOD, psychologists, and psychiatrists.
- Maintains contact with parents and teachers in situations where a student shows sadness or mood swings in relation to school.
- Organizes educational committees, case conferences, intervention, and supervision.
- Cooperates with the school prevention methodologist (ŠMP) in detecting warning signs.
- Participates in the implementation of MPP, educational commissions, proposing measures and their evaluation.
- Provides consultations to teaching assistants.

³ Zdroj: Národní strategie primární prevence s.17.

Career Counselor:

- **consulting activities** (coordination between the main areas of career counseling, basic group assessments for career choice, individual assessments for career choice and individual counseling in this area, counseling for legal guardians with regard to students' expectations and prerequisites, cooperation with school counseling facilities and educational care centers, organizing group visits of school students to IPS)
- **methodological activities** (methodological assistance to school teaching staff in matters of pupils' career decisions)
- **information activities** (providing professional information in the field of career counseling to school teaching staff)

School psychologist

A school psychologist is a school professional who provides psychological support to students, teachers, and parents. They contribute to creating a safe, supportive, and respectful school environment, promote students' mental health, and help prevent risky behavior.

a) Individual work with students

- Provides individual psychological consultations and short-term psychological intervention.
- Helps students adapt and resolve personal or relationship problems.
- Participates in the creation of individual educational plans (IEP) and recommended support measures.
- Monitors students with behavioral disorders or emotional difficulties.

b) Group work and class group

- Implements **class interventions, adaptation programs, and preventive activities**.
- Helps resolve conflicts, bullying, and relationship problems in classes.
- Works with classroom teachers to improve the classroom environment.

c) Counseling for teachers

- Consults with teachers on strategies for working with students with behavioral or learning difficulties.
- Provides methodological support in the areas of communication, motivation, and conflict prevention.
- Participates in the **training of teaching staff** in the areas of mental health and crisis intervention

d) Counseling for parents

- Provides parents with consultations on the development, behavior, and progress of students.
- Recommends professional examinations (PPP, SPC, clinical psychologist, etc.).
- Mediates contact between the school and the family when dealing with difficult situations.

e) Prevention and crisis intervention

- Actively participates in the school's **Minimum Prevention Program**.
- Participates in resolving crisis situations (bullying, aggression, self-harm, family crises).
- Provides **short-term crisis support** to students and teachers.
- Cooperates with external institutions (PPP, OSPOD, NGOs, municipal police).

f) Diagnostic and evaluation activities

- Performs psychological diagnostics (screening, observation, interviews).
- Evaluates the classroom environment, student satisfaction, and the level of relationships at school.
- Collaborates on school **self-evaluation** in the area of student mental well-being.

g) Administration and documentation

- Keeps records in accordance with Act No. 561/2004 Coll. and the GDPR.
- Prepares an annual activity plan and an evaluation report on their work.
- Ensures that the school management is informed about the results of preventive and support activities.

Teachers for interventions:

- lead and provide support measures

4 Mapping internal and external resources

4.1 Internal resources of the school

- Professional and methodological materials from training courses, professional literature, decrees
- Consultation hours with ŠPP staff, class teachers, and parents
- Joint events with parents
- Interest groups
- Confidential mailbox
- Class teacher hours

4.2 External resources of the school

This is a support network of institutions, non-profit organizations, experts, and services that provide assistance and cooperate with other organizations:

Telephone contacts:

Nationwide safety hotline 800 155 155

Internetové odkazy:

Bílý kruh bezpečí	www.bkb.cz
Institute for Criminology and Soc. Prevention	www.portal.justice.cz/justice/iksp.nsf
Ministry of Labor and Social Affairs	www.mpsv.cz
Ministry of Justice	www.justice.cz
Ministry of Education	www.msmt.cz
Ministry of the Interior	www.mvcr.cz
Občanské sdružení proti šikaně	www.sikana.cz
Prev – Center for prevention and counseling for children, youth, and families in the area of social pathology	www.prevcentrum.cz
Criminality prevention	www.mvcr.cz/prevence
Statistical overviews of the Ministry of the Interior	www.mvcr.cz/statistiky
Child Rights	www.detskaprava.cz
	www.unhcr.cz
	www.zivot-bez-zavislosti.cz

www.teenchallenge.cz

When dealing with risky behavior in children, we follow the methodological guidelines of the Ministry of Education, Youth and Sports:

Methodological recommendations for the primary prevention of risky behavior in children and young people (Ministry of Education, Youth and Sports document no.: 21291/2010-28)

Methodological guideline of the Minister of Education, Youth and Sports on the prevention and resolution of bullying in schools and educational institutions, Ministry of Education, Youth and Sports Ref. No. 21149/2016.

Methodological guideline of the Minister of Education, Youth and Sports on the prevention and resolution of bullying in schools and educational institutions (Ref. No. MSMT-21149/2016)

Methodological guideline of the Minister of Education, Youth and Sports on the prevention and resolution of bullying in schools and educational institutions (Ref. No. MSMT-21149/2016)

National Strategy for the Primary Prevention of Risky Behavior among Children and Youth for the Period 2019–2027

National Strategy for the Prevention and Reduction of Harm Associated with Addictive Behavior 2019–2027

Definition of primary prevention and risky behavior

Primary prevention of risky behavior is a set of measures used to prevent the occurrence of risky behavior, limit its further development, mitigate existing forms of such behavior, and help address its consequences.

In current school prevention, we distinguish nine areas of risk behavior (Miovský et al., 2010):

1. Truancy
2. Bullying and extreme manifestations of aggression
3. Risky sports and risky behavior in traffic
4. Racism, xenophobia
5. Negative influence of sects
6. Risky sexual behavior
7. Prevention in addictology
8. Spectrum of eating disorders
9. Range of disorders and problems associated with CAN syndrome

5 Analysis of the Situation at School

5.1 Resources

When analyzing the situation at the school, we draw on the following consultations and findings:

- discussions and analysis of the classroom climate with the class teacher, external psychologist, PPP K. Vary prevention methodologist, school social pedagogue
- school principal meetings, pedagogical council meetings, thematic teacher meetings, comments on student behavior
- consultations with parents
- individual educational interviews with students
- consultations with the educational counselor and prevention methodologist
- questionnaire surveys on risky behavior evaluated annually in selected grades
- analysis of risky behavior – ŠPP meetings, setting goals at the beginning of the year based on evaluations and conclusions from the previous school year
-

5.2 Risk behavior at our school

During the last school year, we encountered the following types of risky behavior at our school:

- Poor relationships between classmates
- Behavior that hinders teaching
- Use of mobile phones
- Exclusion of certain individuals from the group
- Impact of parental upbringing + dysfunctional family
- Working with traumatized students

In the previous year, we focused on working with class groups as well as individuals. The school psychologist worked with some students individually. Depending on the severity of each case, class teachers worked with parents, educational counselors, school management, the school prevention specialist, and other experts (Educational and Psychological Counseling Center). In all cases, parents were invited to participate in the resolution process.

5.3 Hazardous areas in the school environment

There are several risk areas in our school where undesirable behavior among students may occur:

- student toilets
- classrooms

- outside areas of the school outside the premises – areas beyond the school's control where risky behavior may occur

We have a good system in place for supervising students in all risky areas of the school (mainly corridors, toilets, classrooms, and changing rooms). Supervision has been established in outdoor areas during student transfers and lunch breaks.

6 Goals in the prevention of risky behavior

Main goal: To increase students' awareness and skills in the area of risky behavior prevention, improve the school climate, and strengthen cooperation between the school, family, and community.

Specific goals:

1. Prevention of cyberbullying and responsible online behavior
2. Promotion of healthy relationships among students, inclusion, and empathy
3. Education about the risks of addictive substances (including alcohol, tobacco, internet/gaming)
4. Strengthening resilience (resistance to stress)
5. Increasing parental involvement in prevention

Steps to achieve the objectives:

- Ensuring that all pupils at the school are well informed about risky behavior
- Minimizing manifestations of risky behavior (increasing pupils' resistance to risky behavior; developing skills to counter negative influences from their environment; familiarizing pupils with the legal consequences of risky behavior)
- Systematic education of pupils in healthy lifestyles
- Guiding pupils towards decent behavior and mutual communication
- Integrating less assertive pupils into the group, eliminating inappropriate behavior among pupils
- Involving the entire teaching staff of the school in the prevention system + monitoring impacts and evaluation
- Ensuring the training of the school prevention methodologist, educational counselor, and other teaching staff
- - Active cooperation with parents and efforts to promote mutual cooperation between families and the school (involving parents in school activities)
- - Cooperation with other organizations supporting prevention (PPP K. Vary, OSPOD, PČR, Linka bezpečí, etc.)
- - Utilizing various opportunities, forms, and methods of prevention (e.g., discussions with experts, themed theater and film performances, reading books and magazines on the topic, etc.)

7 Forms and Methods for Achieving the Set Goals

7.1 Primary prevention within the framework of teaching hours

In the first grade and preparatory class, the focus of work lies with the class teacher, who appropriately incorporates individual topics into the teaching of selected subjects and has an overall influence on pupils through their personality and example.

Preparatory class and 1st grade

- Important telephone numbers, emergency centers
- Safe journey to school, crossing the road correctly
- Road safety education
- Fire drill exercises

Years 2 and 3

- Home – the place where we live (home, family, school, community)

- School – safe journey to school, road safety education
- Family and relationships
- Work, play, learning, traveling, shopping, etc.
- Interpersonal relationships; coexistence of people, human behavior
- Getting to know other people, natural and social differences between people
- Rights and obligations of school pupils, fundamental rights of people, children
- Calling for help (important telephone numbers)
- Crisis situations (bullying, abuse, sexual abuse, etc.)
- Addictive substances and health
- Traffic education – traffic signs (shape and color differences)
- Emergency situations, fire drills

Year 4

- Health care, healthy nutrition
- Healthy lifestyle (nutrition, rest, drinking regime, sleep, exercise)
- Personal safety, safe behavior in crisis situations, bullying
- Mass threat situations, fire drills
- OČMU – Rescue circle
- Addictive substances, rejection of addictive substances
- Minor accidents and injuries, first aid

Year 5

- Human reproduction and individual development, sexual differences between men and women
- Partnership, parenthood, basics of sex education
- Health care, healthy nutrition; daily routine and exercise regime
- Personal, intimate hygiene; mental hygiene
- Personal safety; safe behavior in risky environments
- Crisis situations (bullying, abuse, sexual abuse, etc.)
- Personal safety, telephone numbers, helplines, crisis centers
- Traffic education
- Prevention of substance abuse, refusal; protection against diseases, HIV/AIDS (routes of transmission)

At the secondary level, it is necessary to coordinate the work of the class teacher with the teachers of individual subjects most relevant to primary prevention.

6th–9th grade, first–fourth year of high school:

- Tolerance towards ethnic minorities
- Home – the place where we live
- Media – mass media; mass culture
- Communication between peers; negative influences in communication
- People in social relationships; relationships between people – tolerance
- Xenophobia, racism, religious intolerance
- Rights and obligations
- Mental processes and states; personality
- Daily routine – free time; work and free time; play, learning, traveling, shopping
- Personal development
- Healthy nutrition; diet
- Property and ownership
- Social benefits
- School rules
- Human rights
- The Czech legal system; criminal law; law in Europe

- Family and family life; traditions
- Social behavior - people's behavior, people's characteristics, principles of human coexistence
- Differences between people, mutual assistance, trust
- Personal, intimate hygiene; health care
- Personal safety - safe behavior in risky environments, addictive substances

7.2 Primary prevention in cooperation with other organizations

In each grade, selected primary prevention topics are supplemented by discussions, lectures, and projects with experts on the given topic. Discussions and lectures are held throughout the year depending on current offerings and in agreement with class teachers. The school thus fulfills its strategic goal 1.

TRÍDA	ORGANIZACE	TÉMA
Preparatory Class	Municipal Police	Children and the Municipal Police
		Traffic Education – Pedestrians
		Traffic Education – Pedestrians
Year 1	Police of the Czech Republic	Safe journey to school
Year 2	Police of the Czech Republic	Bullying
Year 3	Police of the Czech Republic	Addictions and Drugs
		Traffic Education
Year 4	Police of the Czech Republic	Safe at Home Project – Domestic Violence Issues
	Criminality prevention (regional department)	Safe Behavior on the Internet
Year 5	Police of the Czech Republic	Tobacco Products and Kratom
		Cyberbullying
Year 6	Municipal Police	Bullying and Cyberbullying
	Police of the Czech Republic	Tobacco Products and Kratom
Year 7	Municipal Police	Small Cyclist
		Drugs – an Energy Bomb
Year 8	Police of the Czech Republic	Discrimination
	Municipal Police	Health in the Cyberspace
Year 9	Police of the Czech Republic	Where evil is born – the problem of netolism
		Your clean path – drug prevention

7.3 Overview of planned specific activities

Form / Tool

Preventive hourly blocks / workshops

Description

Specialized prevention lessons (e.g., cyberbullying, communication) led by external and internal lecturers

Frequency

At least 2 to 4 times a year

Class hours / discussions

Once a month

<u>Form / Tool</u>	<u>Description</u>	<u>Frequency</u>
	Regular discussions in classrooms led by homeroom teachers on topics such as relationships, respect, etc.	
Peer programme	Selection of students for mutual support training, facilitation of discussion	Meeting once a month
Cooperation with external partners (police, municipal police, PPP, NGOs)	Lectures, discussions, workshops	according to the offer, once or more times per half-year period
Campaigns and Thematic days	Anti-Bullying Day, Health Day, Safer Internet Day, etc.	At least 3 thematic days per half-year period
Information materials and communication	Posters, school website, newsletter for parents with information, leaflets	on an ongoing basis (every month/week)
Training for teachers and school staff	Seminars on prevention, risk recognition, crisis intervention	At least twice a year
Cooperation with parents	Brochures for parents, information on prevention, instructions, workshops	At least once per half-year period
Monitoring / evaluation	Surveys among students and teachers, program evaluation	Once per half-year period end of the school year

7.4 Sports and hobby clubs offer

By offering a sufficient range of appropriately targeted activities, we teach pupils to use their free time appropriately and effectively, show them ways to deal with difficult life situations, and develop their social, mental, and physical abilities.

An overview of the after-school clubs and extracurricular activities is available.

7.5 Cooperation with parents

The school ensures that parents are informed about the school's approach to prevention strategies. It provides parents with contact details for organizations involved in prevention. It works with parents to resolve problematic situations. It encourages parents to get involved in school events and invites them to open days.

Autumn and spring class meetings take the form of tripartite meetings between teachers, parents, and students.

In the case of secondary prevention, parents are informed by the school and the subsequent procedure is agreed upon with them.

8 General methods and forms of work used throughout the school year

- Discussions, interviews, learning to defend one's opinion and be responsible to oneself and the group (School Parliament)
- Lectures and discussions with teachers and invited experts
- Teaching blocks within lessons
- Methods used in VOZ teaching: self-awareness games: situational games, role-playing, training in refusing drugs, pair and group work in class, verbal and non-verbal communication training

- Independent work (artwork, collages, essays on a given topic, presentations, information from the press)
- Projects on prevention topics
- Documentary films on prevention topics and subsequent reflection
- Reading (literature, internet, professional journals), working with text
- Creating students' own rules for coexistence in the classroom
- Leisure activities
- School trips, school excursions, experiential stays
- Cultural events
- Excursions
- Open days for parents and the public
- Participation in competitions
- Cooperation with the school parliament
- Information boards, school website as a source of information
- Questionnaire surveys
- Personal consultations
- Teacher meetings and extraordinary pedagogical councils

9 Dealing with violations of school rules

The school rules define the rules of conduct at school and the handling of school property. Pupils are familiarized with the school rules at the beginning of the school year and with any amendments during the school year. Parents are informed about the school rules by their publication on the school information system website.

The following measures are taken for students with disciplinary problems:

- Individual interview with the student
- based on the information obtained, cooperation with the family follows, or a referral to specialists is recommended
- Investigation of violations of school rules by the class teacher in cooperation with other teachers, selection of disciplinary measures (for more serious offenses, these may be imposed only after discussion by the teaching council); informing the student's legal representatives of the measures imposed
- Convening of the educational committee (usual composition – educational advisor, prevention methodologist, class teacher, school principal or his/her deputy) with the pupil's legal representatives
- In case of lack of interest on the part of the parents, notifying the social services department, child care department
- In more serious cases, reporting the matter to the Police of the Czech Republic, OSPOS, Department of Social Affairs of the City of Prague
- Follow-up care for the offending pupils or their victims, agreement on goals for improvement, subsequent reevaluation

Effectiveness assessment:

Every year, disciplinary measures are evaluated, and we monitor individual cases to see if the measures taken have led to improvement.

10 Training teachers in prevention during the 2025/2026 school year

- For all teachers: according to the DVPP plan and the current offerings of all educational and training institutions – after approval by the school principal
- Training for teachers involved in school projects

11 Financing

- External lecturers – hourly rate
- Materials – printed materials, posters, flyers

- Technology – projector, PC, internet
- Personnel costs (time of teachers, members of the School Support Team)
- Responsibilities:
 - Prevention coordinator: planning, supervision, evaluation
 - Class teachers: organizing class lessons, communicating with students
 - Teachers: facilitating activities
 - Parents: participating in discussions and workshops

12 Assessment and evaluation of the prevention program for 2025/2026

It will take place:

- at the end of the current school year at a meeting of school counseling center (ŠPP) staff – evaluation of ŠPP measures – see minutes from ŠPP meeting
- during meetings with PPP
- in the school's annual report for the school year

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