



Co-funded by the Rights, Equality and
Citizenship (REC) Programme of the
European Union

Prevention of bullying in the Czech Republic

BUILD FUTURE – STOP BULYING

Chalkis, 28.-29.11.2016

GRANT AGREEMENT NUMBER - JUST/2014/RDAP/AG/BULL/7591

STOP

BULLYING
BUILD FUTURE!

LEVELS OF SPECIFIC PRIMARY PREVENTION

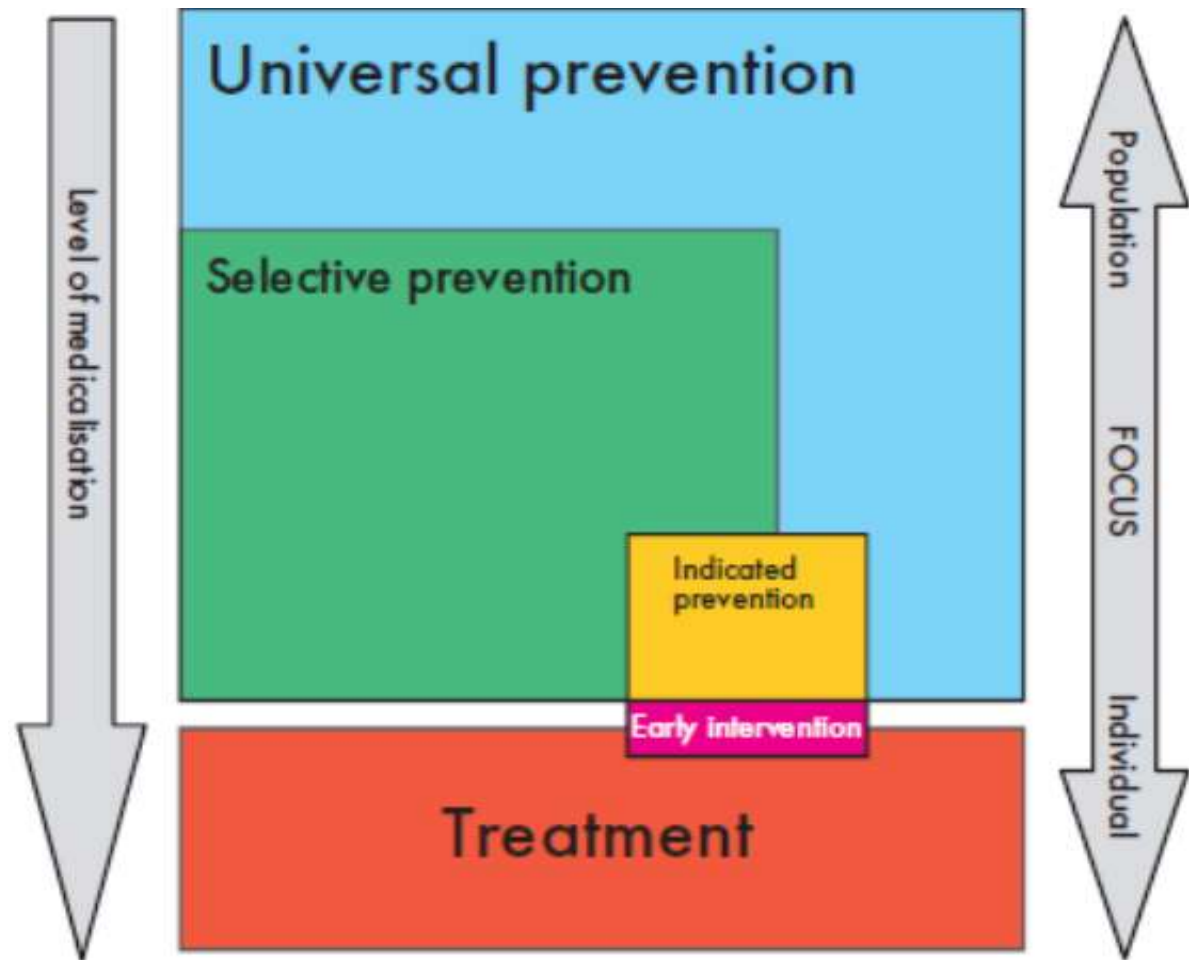


Figure 1.5: The USIP-treatment continuum.

THE BASIC TYPES OF HIGH-RISK BEHAVIOUR (7+2)

- Truancy
 - Bullying and extreme displays of aggression
 - Extremely high-risk sports, risky traffic behaviour
 - Racism and xenophobia
 - Negative influence of sects
 - Risky sexual behaviour
 - Addictive behaviour (addictology)
- +
- The sphere of disorders and problems associated with abused and neglected child syndrome
 - Spectrum of eating disorders



PREVENTION – WHO IS RESPONSIBLE IN CR?

MINISTRY OF HEALTH

MINISTRY OF EDUCATION

Prevention
Harm reduction
Treatment



Prevention in schools

Universal
Selective
Indicated



CERTIFICATION
of secondary and tertiary
prevention programmes



CERTIFICATION
of primary prevention
programmes

4 LEVELS MODEL OF QUALIFICATION IN PP



SYSTEM OF CERTIFICATION OF PP PROGRAMS PROVIDERS

*It is a formal acknowledgement of the programme's
compliance with the determined quality criteria
(specified in STANDARDS)*

GOALS...TO GUARANTEE AND ENSURE:

- the quality of prevention programmes
- comparable level (standard) of programmes
across the country
 - effectivity of programmes
 - safety for children
- effective financing from the state and
donators

CERTIFICATION - BASIC FEATURES

- **COORDINATED BY THE STATE:** It is based on governmental decision (Ministry of Education) and embedded in governmental documents. Operates on the **NATIONAL LEVEL**
- **ANY PERSON OR ORGANIZATION providing a programme in schools can apply** for certification (governmental, non-governmental, freelancers etc.)
- It is **VOLUNTARY** (not mandatory) for providers of prevention programmes to undergo the certification process
- It is **LINKED WITH FINANCING** of programmes from the state (and sometimes from the regional offices)- when applying for a grant, certificate is required
- **AUDIT INDEPENDENCY:** four – dimensional assessment (4 independent levels) and **TRANSPARENCY**
- **USES VARIOUS SOURCES FOR ASSESSMENT** (not based on documentation or written self-description but also on observation, interviews, feedback from service receivers...)

GENERAL PRINCIPLES OF EFFECTIVE PRIMARY PREVENTION

- 1. Comprehensiveness and the combination of multiple strategies** that have an effect on a certain target group
- 2. The continuity of impact and systematic planning.** The programmes must follow up on each other and complement one another.
- 3. Targeting and adequacy of information and forms of impact** in regard to the target population
- 4. Early start** to preventive activities, ideally already in pre-school.
- 5. Support for a healthy lifestyle,** the use of positive models and the range of positive alternatives that are attractive

GENERAL PRINCIPLES OF EFFECTIVE PRIMARY PREVENTION

6. **KAB model** – orientation not just on the level of information, but mainly on the quality of attitudes and change of behaviour
7. **Use of “peer” elements”, emphasis on interaction and active involvement.**
8. **Denormalisation**– create a sense for the social norm in the given society and support active participation in resolving the problem.
9. **Support for protective factors in society,** creating a supporting and caring environment
10. **Not using ineffective means (e.g. scaring, banning, over-exaggerating the consequences etc.)**

General principles of class programs

- ▶ Children choose their own solutions
- ▶ Positive skills are reinforced
- ▶ Repetition and continuity are essential for learning
- ▶ Abilities are developed in different settings
- ▶ Children participate
- ▶ Children help each other
- ▶ Children evaluate their own success
- ▶ Teachers are open to listening to children



SYSTEM OF COORDINATION OF PRIMARY PREVENTION IN SCHOOLS

**MINISTRY OF
EDUCATION**

**REGIONAL HEAD COORDINATOR
OF SCHOOL BASED PREVENTION**
Regional Head Office

METHODIST FOR PREVENTION
Pedagogical-psychological
counseling center

**SCHOOL PREVENTION
COORDINATOR/METHODIST**
School counseling department



How does it work at the school?

Every School should have (required by law)

- ▶ **The School program of primary prevention***
 - ▶ The plan of PP activities at school both provided by teachers and external providers
 - ▶ The antibullying policy plan
- ▶ **The school counselling department:**
 - ▶ The school prevention coordinator/methodist
 - ▶ The education counselor (usually one of the teachers)
 - ▶ School psychologist (optional)

* usually contains long term PP programmes of external providers (e.g. NGO) + internal activities



Duties of the school prevention coordinator/methodist

- ▶ Coordinates and plans all preventive activities at school
- ▶ Leads other teachers in PP field
- ▶ Consults risk behavior issues with teachers, parents and pupils
- ▶ Can realise PP activities – work with classes
- ▶ He/she should be educated in this field (requirement 250 hours of certified education)



Duties of the school psychologist

- ▶ **Diagnosis and screening**
 - ▶ special needs, gifted children, social climate ...
- ▶ **Consulting, counselling and interventions**
 - ▶ pupils, parents, teachers...
- ▶ **Methodical leading and activities in the field of further education and training**
 - ▶ teachers, school...
- ▶ **Cooperation with external services**
 - ▶ Pedagogical-psychological counseling centers, Centers for children with behavior problems, Child protection and social services, NGO's etc.

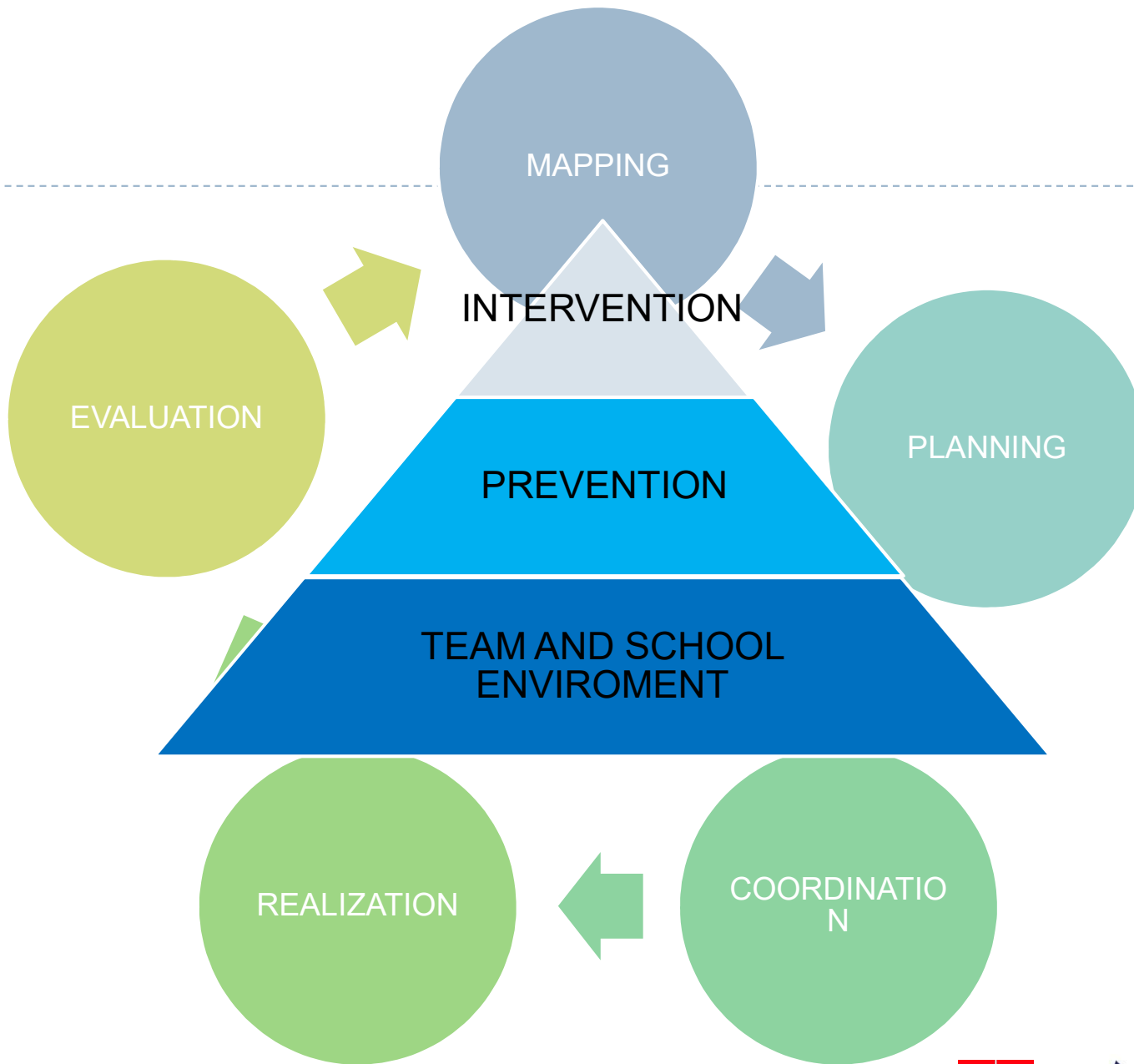


Basement of antibullying policy in school

Trained teachers

- ▶ Work with class/group
- ▶ Work with democratic rules
- ▶ Support safe climate
- ▶ Knowledge of network of intervention services
- ▶ How to recognize and intervene in the cases of bullying





Thank you for your attention.

Mgr. Jan Žufníček
Mgr. Pavel Dosoudil
Mgr., MgA. Markéta Čermáková
Mgr. Jana Gricová

www.prevence-praha.cz

