

applications for grants aimed at a healthy life style while using the professional assistance of advisory centres. When implementing open programmes and activities supporting a healthy life style nearly one fifth of kindergartens were excellent in carrying out informative activities. In 2007/2008 about 59% of kindergarten teachers completed training courses targeted at the health of children.

The furnishing of kindergartens and related facilities to ensure a sustainable healthy regime was exceptionally good in one third of schools. Specific lay out of school gardens was used for suitable motor activities with an emphasis placed on the safety and protection of children's health. Inspections identified the positive influence that the prevention of injuries had on the reduction in frequency of occurrences of serious bodily harm. Good cooperation with parents substantially contributes to the support of psychological fitness and welfare as well as the resistance of children.

In the school year 2007/2008 CSI carried out observations concerning the promotion of education towards health in 116 **basic schools**. Almost 48% of basic schools managed well to incorporate conditions for healthy instruction as well as the educational areas affected by the topic in question in their school education programmes. These schools, when compared with others, developed better projects and grants aimed at preventing risky behaviour and nearly half of them used professional assistance. Management of these schools supports the further education of pedagogical staff by means of training towards health and enabled 37% of teachers to complete training courses in 2007/2008, held in the framework of further education, which targeted the topic of children's health. Almost half of schools cooperated with parents and effectively supported social education and education towards personality development. Schools also focused on a *Healthy Diet* for pupils, health and safety mainly during motor activities in schools.

### **A.2.2 Safe Environment for Education**

Organisation of **pre-school education** and daily routine in 98% of kindergartens purposively support the sustainable healthy psychological and physical development of children. These schools also apply effective prevention strategies against the occurrence of pathological social phenomena. In order to ensure school safety and health management 95% of schools regularly evaluate risks concerning Health and safety and adopt measures to minimise them. The effectiveness of such measures could be seen, for example, in 89% of schools, which have reduced the rate of children's injuries within the last three years. On the other hand, the CSI found that, when taking into account previously published facts, head teachers and other teachers in the monitored kindergartens pay less attention to possible risks in the social area (which are assessed only in 84% of schools) and to risks of bullying (assessed only in 70% of schools).

In almost all the **basic schools** (99.6%) visited the sustainable healthy psychological and physical development of pupils is effectively supported within the content of education, in its organisation as well as in the daily routine of schools. Preventive strategies in 98% of schools are developed so that their consistent application can prevent any occurrence of pathological social phenomena including bullying. In order to ensure the health and safety of pupils, management of 96% of the schools regularly evaluates the risks concerning health and safety and adopts measures to reduce them. However, one of the indicators monitored by the inspections – reduction in the rate of injuries of pupils – has been visible in the last three years in only 63% of schools.

CSI also found that, unlike in kindergartens, teachers in the monitored basic schools pay substantially more attention to the recognition of possible risks affecting the social area (evaluated in 94% of schools) and risks of the occurrence of bullying (97% of schools).