

In almost all the secondary schools visited (99.1%), the sustainable healthy psychological and physical development of pupils and a healthy life style are strongly supported within the content of education, organisation and the daily routine of schools. 98% of schools had drawn up preventive strategies in order to avert the occurrence of pathological social phenomena. In secondary schools such strategies focus predominantly on drug issues and the prevention of bullying.

In order to ensure the health and safety of pupils, management of 96% of schools regularly evaluates risks concerning health and safety and adopts measures to reduce them. However, one of the indicators monitored by inspections – reduction in the rate of injuries of pupils – has been visible in the last three years in only 47% of schools

CSI also found that teachers in 89% of the monitored **secondary schools** also regularly deal with risks in the social area and in 93% of schools they evaluate risks of the occurrence of bullying. In particular the issue of bullying is connected with possible criminal liability of juveniles and, of course, adult students in secondary schools.

### **A.2.3 Internal Environment of Schools and Prevention of the Occurrence of Pathological Social Phenomena**

Preventive strategies drawn up so that they make it possible to prevent the occurrence of pathological social phenomena, in particular of bullying, promote a favourable climate in **kindergartens**. However, only 70% of kindergartens regularly evaluate possible risks. This issue clearly shows an apparent lack of professional knowledge and experience on the part of teachers to be able early and reliably to recognise and not to underestimate indications of spontaneous or intentional bullying among pre-school children.

Mutual communication between children and teachers was very good in more than three quarters of kindergartens. Communication with parents was very successful in 60% of kindergartens. More than three fifths of kindergartens expressed the feeling that support from superior authorities is extraordinarily good.

Preventive strategies are well developed in 98% of **basic schools** and therefore they make it possible to prevent the occurrence of pathological social phenomena and bullying. Despite this fact, bullying occurs in some basic schools. It is positive that management of 97% of basic schools evaluates possible risks pertaining to this area and responsibly solves the vast majority of cases of bullying and does not try to hide them. The Czech School Inspectorate received in complaints (usually from parents) 32 requests to deal with unsolved bullying but only four complaints were assessed as justified. As far as the issue of bullying is concerned it is necessary to extend (primarily through the further education of teachers) the professional knowledge needed for early and reliable recognition of indications of open as well as hidden bullying among pupils undergoing compulsory school attendance.

Communication between teachers and pupils functioned very well in 69% of basic schools and almost half of basic schools ensured good communication with parents. More than three fifths of basic schools were satisfied with good support from superior bodies.

When taking a quality and motivating environment for education into account half of the visited **secondary schools** excelled in this area. In 30% of secondary schools students demonstrated exemplary tolerance and willingness to help each other. Nearly three fifths of schools displayed a good climate for students and respect for students' needs.

97% of secondary schools have drawn up their own preventive strategies, so these should make it possible to prevent pathological social phenomena and bullying. Despite all these efforts targeted bullying occurs in some secondary schools. It is positive that management of 97% of secondary schools evaluates the possible risks pertaining to this area and responsibly solves the vast majority of cases of bullying and does not try to hide them.