



Nursery school HAPPY CHILD

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PREVENTIVE PROGRAMME

Directive intended for:	school staff, children, children's parents and guardians
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Contents

Introduction	3
Characteristics of the school	3
Analysis of the current situation	3
Cooperation between employees	4
Cooperation between teachers and parents	4
Goals of the preventive programme	4
Prevention TOPICS	6
1. Healthy lifestyle, ecology	6
2. Prevention of bullying - strengthening and developing interpersonal relationships	7
3. Prevention of drug addictions, alcoholism and smoking	8
4. Prevention of sexual abuse and mistreatment	8
5. Prevention of crime and delinquency, legal liability	9
6. Prevention of virtual drugs - computer, television, prevention of digital dementia	9
Our programmes in the field of prevention	9
Evaluation of prevention	11
Appendix No. 1	12
Appendix No. 2	13

Introduction

- The Nursery School Preventive Programme is developed on the basis of Decree on Providing Guidance in Schools and School Guidance Facilities, section 7, subsection 3 (Decree N° 72/2005 Sb.).
- It was designed according to the recommended methodology of the Ministry of Education. It is based on the school educational programme for preschool education.
- It presents an analysis and long-term and short-term goals of the school, topics of prevention and school programmes in the field of prevention.
- It sets out the rules that children should follow when moving in the classroom, in their behavior towards each other, towards employees and other people.
- It presents recommended procedures to educators and other school staff.
- It deals with topics aimed at ethics and etiquette and at solving problematic situations. An integral part of it is the acquisition of culture and cultural patterns.
- It is related and is connected with the School Rules, especially with its chapter *Prevention of Socially Pathological Behaviour*.

Characteristics of the school

- HAPPY CHILD nursery school is a private vegetarian school located in Vinohrady, Prague 2.
- The total capacity of the school is 48 children.
- Classes host a maximum of 12 children each.
- Parents can choose their child's language of education. We offer Czech, French and English classes with native speakers as teachers. Attendance can also be in alternate language classes.
- In our nursery school there are children of different nationalities, languages, cultures and religions, of various abilities and skills. This diversity creates an interesting, unique and international environment, inspired by the different cultures and nationalities of children's origins and in which we all want to respect each other.
- Preschool education is offered for children aged 2 to about 6 years. From the beginning of the school year following the child's fifth birthday until the beginning of the child's compulsory schooling, pre-school education is compulsory.

Analysis of the current situation

Assess the issue of primary prevention of socially pathological behaviour is achieved through:

- observation of the educational process in the classroom by nursery school teachers, their mutual experience sharing and evaluations,
- interviews with children and their parents or guardians,
- cooperation with experts.

What we are successfully doing:

- good cooperation between employees,
- individual approach to children,

- traditions of events, events organized for parents with children and the general public,
- implementing prevention programmes with various topics.

What we fail to do:

- correct some undesirable children's behavior (especially in the early stage of attendance, when the child is getting used to the new environment, sometimes with a language barrier).

Principles of effective primary prevention:

- the principle of early start (formation of personal attitudes and opinions),
- the principle of complexity (cooperation between school, family and general public),
- the principle of interdisciplinary teamwork (teachers and specialists),
- the principle of proportionality (preventive action adapted to the child's age).

Cooperation between employees

- Cooperation between employees is team-based and open: they look for common solutions, they discuss current topics, they set common goals.
- Occasionally there is a language barrier, so one needs to have the time to translate, pass on and explain the information.
- Each child has their own diagnosis file, where the child's progress can be observed.
- Teachers share, discuss and find solutions to child's fluctuations or undesirable behavior.
- Teachers naturally follow the work of their colleague and further develop it.
- Teachers regularly attend training within the Teachers' Further Training Programme (DVPP).
- At joint operational meetings, a common approach to children is agreed with the operational staff, as they are in daily contact with the children and remind them how to behave at meal times, clean up the mess or put things in the locker and tidy up.

Cooperation between teachers and parents

- Parents have the opportunity to address urgent issues when picking up children.
- E-mail and telephone are the preferred regular communication means.
- Parents access all information intended for them via email, via the Twigsee app, on notice boards in the locker rooms or at the entrance to the school.
- Individual consultations between a parent or guardian and the teacher are possible at any time by prior arrangement.
- Parents can also follow the news on the nursery school website.
- School events photos are made available to parents on the portal: Rajče.net

Goals of the preventive programme

Long-term goals:

- Children will know and follow the agreed rules.
- Children will feel satisfied and safe at school.

- Children will experience and be confronted with the natural consequences of their behaviour (both positive and negative), and thus will perceive the cause-effect relationship. Through awareness of the context, they will better distinguish what is good and what is not, and they will be better able to control themselves and their behaviour.
- They will distinguish which behaviour is appropriate and which is not.
- They will not harm other children verbally or physically.
- They will know that things need to be talked about, and they will be able to describe their feelings.
- They will get acquainted with good manners.
- They will gain awareness of folk traditions.
- They will keep their surroundings in order, they will not destroy the equipment or the school building (vandalism).
- They will realize what nature gives us and what it needs from us.
- To develop in children characteristics that influence their response or behaviour in specific situations (memory, attention, concentration, discipline, perception of danger...).

Short-term goals (before we achieve long-term goals):

1. Set **class rules** - regularly remind them to children and explain the connections between following the rules and an environment in which we will all feel good. The description and visualization of the rules is arbitrary, e.g. **Appendix No. 1**.
2. **Establish a procedure in case of non-compliance with the agreed rules** and teacher's instructions. **Appendix No. 2**.
3. Choose **suitable methods** that suit the specificity of the class and the needs of participating individuals.
 - **Free play** allows the child to practice solving conflict situations, communication in different roles and from different positions. Through free play children can improve their communication skills, defend their opinion and other skills that can later help them, for example, say "no" to someone who would offer them illegal drugs.
 - **Physical activities** relate to the child's decision-making abilities and self-confidence, whether he/she can manage the obstacle or should rather choose something easier then try something more difficult after improvement. They learn to estimate their abilities and their limits. These activities also strengthen the child's will.
 - **Experiential learning** is an integral part of a child's life and should also be implemented in the educational activities at school. Everything children can try and experience on their own helps them develop.
 - **Drama education** brings the opportunity to **induce the child situations**, experiences, ideas that he can experience and then discuss and analyze them with the teacher and look for reasons and causes of different behaviours, emotions, etc.
 - In **social learning**, the child learns through imitation. That is where the teacher as a model is important: his behavior, which subconsciously shows the child how conflicts are resolved, how it is possible to approach otherness, what it means to stand up for one's opinion and requirements.
 - **Current situations** encountered by children are also part of the process. These can be, for example, a classmate's aggression, the experience of finding a syringe thrown away, meeting a person under the influence of alcohol, etc. These situations offer space for

explanation by the teacher, discussion, finding reasons, thinking together on how to safely react in these situations, etc.

4. Determine **targeted motivation** for children.
5. Allow children to **experience the natural consequences of their behavior** (both positive and negative) and thus perceive the relationship between a cause and an effect. (Choose appropriate words to help the child see what happened, the context, and how he or she can resolve the situation.)
6. Organize controlled and spontaneous activities so that there is enough space for **individual activities**.
7. **Implement preventive programmes** and topics related to this issue in the class educational programme, but also use random and current situations that are happening and that relate to the issue.
8. **Develop communication between peers.**
9. Monitor the **resolution of conflicts** between children and guide them throughout the resolving process.
10. **Develop skills at addressing errors and otherness** as opportunities, but not as determinants of exclusion, neither as room for bullying, ridicule, etc.
11. Regular talks between teachers in order to constantly and timely **monitor the classroom climate** and identify problems to be solved.
12. **Avoid ineffective communication with children:**
 - remorse, blame = "you again / always / never / all the time! If you only ... "
 - moralizing = " you should realize that... "
 - criticism, focus on mistakes = " you did this wrong "
 - lamentation, emotional blackmail = " Because of you, I ... "
 - negative scenarios = " One day you will grow into a ... "
 - labeling = "he is such a ..."
 - threats = "stop, otherwise..."
 - insults, humiliations = " you are a real..."
 - irony, crashing = "you have excelled"
13. **Further education of teaching staff.**

Prevention TOPICS

Prevention of socially pathological behaviour in children within the scope of our nursery school includes activities in the following areas of prevention:

1. healthy lifestyle, ecology,
2. bullying prevention - the strengthening and development of interpersonal relationships,
3. prevention of drug addictions, alcoholism and smoking,
4. prevention of sexual abuse and mistreatment,
5. prevention of crime and delinquency, legal liability,
6. prevention of virtual drugs - computer, television, prevention of digital dementia.

1. Healthy lifestyle, ecology

Objectives:

- to support a healthy lifestyle in children - regimen, mental hygiene, daily routine, addressing stress, etc.,
- to strengthen a positive relationship with their body,
- to acquaint children with different lifestyles - elite sports, vegetarianism, etc.,
- to prevent the negative effects of media and advertising (prints, TV, computer),
- to prevent eating disorders - diet, obesity,
- to strengthen and develop a positive attitude to the environment - ecology,
- to teach children to "provide" first aid.

Indicators of success:

- children are interested in a healthy lifestyle - they use their free time effectively, they know how to and effectively relax, they eat healthily,
- children take care of their appearance and body (actively play sports, seek motion...),
- children know the negatives and positives of different lifestyles,
- children have a positive attitude towards nature and the environment.

2. Prevention of bullying - strengthening and developing interpersonal relationships

Prevention of xenophobia, racism and antisemitism is not specifically included in the programme. In rare situations where children encounter this issue, for example when a dark-skin child attends the nursery school, these topics are discussed with the children and they focus more on the calm atmosphere at school.

Objectives:

- to prevent bullying - its manifestations, stages and various forms,
- to strengthen generally accepted values and attitudes of social life,
- to cultivate respect for life (older people x youth, fauna and flora...),
- to strengthen and develop healthy peer relationships,
- to support the natural desire in children to know new things,
- to strengthen the value of education,
- to ensure the safety of children in hidden places inside the school,
- to proceed effectively and professionally in identifying bullying.

Indicators of success:

- there is no bullying among children,
- children have a healthy self-confidence and a positive attitude towards the environment and others,
- children make independent decisions, openly express their opinion, are tolerant,
- children are show interest and a need for class togetherness (social events, trips, etc.),
- there is a confidential and safe atmosphere at the school,
- children are interested in a multicultural society and attitudes - eg: how to live in Africa, Japan, Greenland (racism, xenophobia,),
- children are willing to resolve their conflicts and misunderstandings by agreement and find solutions under teacher guidance.

3. Prevention of drug addictions, alcoholism and smoking

Due to the location of the nursery school - the center of Prague - children during walks or on the way to and from school will meet drunk people or drug addicted people with syringes in parks, etc..

Objectives:

- to prevent the use of addictive substances, including alcohol and tobacco - cooperation with parents (healthy environment), delay the first contact with addictive substances - cooperation with parents,
- to support children in their ideas, needs and creativity,
- to encourage children in practising regular sports and hobby activities.

Indicators of success:

- children know the risks of drug use, what to avoid (people hanging around and blundering, syringes thrown away...),
- children have an idea of what a drug is - various drugs, what drugs cause, and why people take them (mainly cigarettes and alcohol), addiction - healthy vs. unhealthy,
- there is a healthy and motivating environment at school, created with the children contribution and based on everyday activities, their ideas and needs,
- children are interested in regular activities outside school (after-school programs, sports),
- The school organizes (with the participation of parents) fun events, trips, excursions, extracurricular activities...
- children are informed and know who to contact in case of problems - how to behave.

4. Prevention of sexual abuse and mistreatment

An area that is specifically involved in the programme only when encountering specific cases and the necessary prevention for noticeable reasons.

Objectives:

- to strengthen and consolidate generally accepted values - family, motherhood, love...
- to present the topics related to "sex education" as a natural thing - differences between the sexes - function, childbirth...
- to prevent the risks of sexual abuse, mistreatment and neglect - pedophilia, sexual blackmail, pornography ...
- to promote children's healthy self-confidence and to sensitively approach their first relationships - friendship.

Indicators of success:

- children better understand their feelings and physical differences - they are not ashamed of them...
- children can say NO and can accept it - assertive behaviour,
- children can distinguish the positives and negatives of sexual behaviour (physical and mental aspects),
- children build long-term relationships based on partnership and friendship,
- children have a positive attitude towards generally accepted values - family, motherhood.

5. Prevention of crime and delinquency, legal liability

Objectives:

- to explain and describe the basic manifestations of crime and delinquency (theft, violence, vandalism),
- to explain the various sub-mechanisms and dynamics of crimes, misdemeanors (what happens before, why, what happens after, how the person feels disabled...),
- to present and explain model situations on personal boundaries and to assess behaviour in relation to normality and social norm,
- to support and participate in projects implemented by other entities,
- to ensure that children know their rights in society - children's rights,
- to consolidate the basic rules and values of social behaviour,
- to present an appropriate model of social behaviour, ensuring compliance with the law and being a moral support.

Indicators of success:

- children are aware of the consequences of committing a misdemeanor or a crime,
- children respect and know basic human rights and values of social behaviour,
- children know who to turn to in case of problems, not only at school,
- children have confidence in teachers.

6. Prevention of virtual drugs - computer, television, prevention of digital dementia

Objectives:

- to acquaint children with basic concepts of virtual drugs - TV, computers, mobile phones, etc.,
- to prevent health, social and psychological damage due to excessive use of virtual drugs - numbness, loss of reality, diminution of self-control, violence, addiction,
- to set and strengthen rules for the use of virtual drugs in children,
- to promote computer games, films with positive content (perception, knowledge, coordination of movements, concentration...),
- discussions with parents about the provision of tablets, mobile phones to children on their way to and from the nursery school or with the aim of keeping the child busy.

Indicators of success:

- children know the basic concepts, positives and negatives of virtual drugs,
- children are aware of the rules for the healthy use of virtual drugs and know the consequences of their violation, do not look for games that include violence, killing and other crimes.

Our programmes in the field of prevention

Cooperation between families and the nursery school

- Familiarization of parents with the basic goals of prevention of socially pathological behaviour and adverse manifestations of children behavior at the nursery school (parent-teacher conferences),
- discussion or lecture for parents on the issues,
- early information of parents about changes observed in their children's behaviour,

- resolving current problems with parents,
- parents' participation in nursery school educational activities,
- counseling in the field of cooperation of parents with the nursery school and with experts.

Cooperation with partners and experts

- Cooperation with Prague 2 Town Hall,
- cooperation with Prague City Hall - Department of Social Affairs, Prevention Services, tel. : 236 004 168, Jana.Havlikova@praha.eu,
- Prague Center for Primary Prevention
Services:
 - They cooperate with schools, other professional organizations as well as state and non-state institutions,
 - They provide methodological support, consultations, supervision and education in the particular areas of risky behaviour,
 - They participate in the creation of information and methodological projects,
 - They map the system of primary prevention services,
 - They participate in developing methodology and in the evaluation of projects related to areas of primary prevention within the assessment procedure of Prague City Hall grant programmes,
 - Contact information: phone 222 074 126, 604 724 628, e-mail: pcpp@prevence-praha.cz, website: www.prevence-praha.cz
- Proxima Sociale o.p.s. (an NGO)
Services provided:
 - prevention programme for preschool children in the specific area of general primary prevention of risky behaviour according to the methodology of the Filia Institute,
 - topics: health, smoking, alcohol, drugs, nutrition, relationships with others, danger of discarded syringes, addiction to slot machines etc.,
 - Contact: phone (+420) 277 007 281, e-mail: vzdelavani@proximasociale.cz
- Madio z.s. (an NGO)
Services:
 - programme of primary prevention of risk behaviour for children in pre-school year of nursery schools - "Zdravá pětka = Zdravý předškolák" (Healthy Five = Healthy preschooler)
 - contact: phone 790 347 646, 577 775 522, e-mail: sustkova@madio.cz, web site: www.madio.cz
- Cooperation with other schools,
- Pedagogical and Psychological Counseling Center of Prague 2, Francouzská Street 260/56,
- The Municipal Police,
- The Fire Rescue Station,
- Institutions providing further education for teaching staff in the field of prevention of social pathological behaviour,
- Contractual doctor,
- Authority for Social and Legal Protection of Children (OSPOD).

Specific programmes that we implement

- Union of Students of the Faculty of Medicine - "Teddy Bear Hospital" programme,

- Dentists - Dental Prevention,
- The Municipal Police of the City of Prague - “Medvídek Brumla” programme - Ing. Jan Chmelař, tel. 272 072 504, e-mail zast.spj.prev@mppraha.cz,
- Theater performances - with topics like relationships, theft, lying, taking care of one's health, etc.,
- Earth Day
- Yoga Day
- Animal Day.

Evaluation of prevention

As all objectives are part of the Framework Educational Programme for Basic Education (ŠVP PV), the Minimum Prevention Programme is evaluated together with it at the end of each school year. It is modified and supplemented as needed.

In Prague on 25. 10. 2023

Mgr. Savitri Braunová

Appendix No. 1

Pravidla třídy/Class Rules

If you enter.....	say hello
Když vstoupíš,	pozdrav
If you leave.....	say goodbye
Když odcházíš,	rozluč se
If you want something.....	say please
Když něco chceš,	popros
If you get something.....	say, thank you
Když něco dostaneš,	poděkuj.



Like / help = we help each other, we don't hurt each other, we respect each other, at the nursery school we walk slowly, I treat toys with consideration, we share and lend toys to others.



Hear = we listen to each other, we don't shout, we don't whistle, we don't disturb rest and nap time, only one person speaks at a time, we don't say swear words



Box = at school, everything has its place, that's why I always play with one toy - I don't unfold more toys, I return toys to their place. After eating and working, I clean my place, I put my chair in, I clean my clothes. I don't go to the teacher's desk, to the utility room, or to the bedding closet.



Crayon - I draw with crayons and pencils on paper only, I treat them carefully

When you find out that these rules are natural for you, everything is fine!

Když zjistíš, že tato pravidla jsou pro tebe přirozená, je vše v pořádku!

Appendix No. 2

Procedure for limiting inappropriate behaviour

These are e.g. dispute over a toy, disturbance during an activity, aggression, swearing, bad words. This procedure assumes that children are familiar with the classroom rules and understand their meaning and purpose. Children are also made aware of the procedure for not respecting the agreed rules. The following procedure takes into account the individuality of the child.

Procedure for limiting inappropriate behaviour:

1. Non-verbal cues (clear rules, signals to indicate transition to another activity - hourglass, bell)
2. Positive verbal cues - reminding the child of the task. "Could you repeat what you have to do with the paper now? Do you need help?"
3. Try to calm emotions - e.g. deep breathing, talking about your own emotions, feelings, describing them etc. see social-emotional learning
4. "Overlooking" the child's unwanted non-aggressive behaviour (when he/she is just "checking" set boundaries)
5. - Point out the consequences of inappropriate behavior. "Honzik, if you don't clear your desk in time to draw, you'll have less time for snack."
- Talk with the child about the situation, discuss options for behavior, point out consequences, point out possible solutions
6. 3 - 5 minutes of time-out for aggressive or constantly disruptive behaviour. (Sit on a chair..) If not followed, pause and repeat the instruction. Alternatively, discuss the situation with the child, discuss consequences, options for change, correction (apologize..) The child has no one's attention.
7. If he/she does not want to engage further, offer another activity.
8. We observe how often the child behaves in the desired way. Make sure that the rewards in the incentive program actually motivate the child. Working with the family, with colleagues and with school management, or with professionals.
9. Provide repeated opportunities for the child to demonstrate a commitment to new behaviours. Show them alternative desired behaviours and guide them to practice them. Praise the new behaviour. Practice.

Procedure if the child is distressed, crying, etc.

- We will ensure his safety and the safety of other children.
- We hold the child - depending on the situation - this will make him/her feel firmly secure (firm hug, holding hands, arms).
- With a verbal instruction, we try to stop his distressed behavior.
- We give him/her time, and when he calms down, we deal with the situation.