PORG International School

Anti-bullying Policy

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Introduction

At PORG International School, we are committed to creating and maintaining a safe, caring and inclusive environment in which every pupil feels respected, valued and protected. Bullying of any kind is unacceptable and will not be tolerated under any circumstances. The school recognises that bullying can have a significant impact on a child's emotional wellbeing, mental health, confidence, relationships and educational progress. For this reason, the school takes all concerns seriously and is committed to responding promptly, consistently and sensitively whenever incidents occur.

Bullying is defined as behaviour by an individual or group that intentionally hurts another person physically, emotionally or psychologically. Bullying behaviour is usually repeated over time and may occur face-to-face or through technology and online communication. The school recognises that bullying can take many forms and may affect children of all ages.

PORG International School believes that every child has the right to learn in a positive and supportive environment where kindness, empathy, inclusion and mutual respect are actively promoted. The school encourages all pupils, staff, parents and visitors to contribute to a culture in which bullying is appropriately challenged, and children feel safe to report concerns.

This policy reflects the school's safeguarding responsibilities and commitment to pupil welfare, in accordance with British Schools Overseas (BSO) expectations and best-practice guidance.

Aim

The purpose of this policy is to ensure that all members of the school community understand the school's commitment to preventing and responding to bullying behaviour. The policy aims to promote a culture of respect, inclusion and emotional safety throughout the school.

The school seeks to educate pupils about healthy relationships, empathy, emotional resilience and responsible behaviour both online and offline. The policy also provides clear guidance for staff, pupils and parents regarding reporting procedures, investigation processes, recording systems and support strategies.

The school is committed to ensuring that pupils who experience bullying feel listened to, protected and supported. At the same time, the school recognises the importance of working constructively with pupils who exhibit bullying behaviour to help them understand the consequences of their actions and make positive behavioural changes.

Statement of Values

PORG International School values every member of the school community and believes that all children have the right to feel safe, respected and included. The school actively promotes equality, dignity and positive relationships within all aspects of school life.

The school believes that diversity should be celebrated and that all members of the community should be treated fairly regardless of race, religion, culture, language, gender, disability, special educational needs, family background or personal circumstances.

The school recognises that positive emotional well-being is essential for learning and development. Staff therefore work proactively to build trusting relationships with pupils and to create an environment where children feel confident seeking support.

Definition of Bullying

Bullying is behaviour that intentionally causes physical, emotional or psychological harm to another person. Bullying behaviour is often repeated and may occur over a period of time. Pupils are taught the STOP principle, meaning "Several Times On Purpose," to help them understand the difference between accidental conflict and repeated harmful behaviour.

Bullying may involve physical aggression such as hitting, pushing or damaging belongings. It may also involve verbal abuse, including insults, teasing, threats or name-calling. Emotional bullying may include intimidation, humiliation, exclusion, manipulation or spreading rumours. Bullying may also occur through online communication, social media platforms, messaging applications or other forms of technology.

The school recognises that bullying can also be discriminatory in nature and may relate to race, religion, disability, special educational needs, culture, gender or sexual orientation.

Type of Bullying

Type of Bullying	Description	Possible Signs and Indicators
Physical Bullying	Physical bullying involves behaviour intended to cause physical harm, intimidation or damage to another person. This may include hitting, kicking, pushing, tripping, biting, spitting,	Unexplained injuries, damaged clothing or belongings, reluctance to attend school, fear of certain pupils, anxiety during break times, avoiding physical

Type of Bullying	Description	Possible Signs and Indicators
	damaging belongings or threatening physical actions.	activities, sudden changes in behaviour.
Verbal Bullying	Verbal bullying involves the use of words to hurt, humiliate or intimidate another person. This may include name-calling, insults, teasing, mocking, threats or offensive comments.	Low self-esteem, withdrawal from discussions, emotional distress, tearfulness, reluctance to speak in class, anxiety, sudden loss of confidence, changes in mood.
Emotional / Psychological Bullying	Emotional bullying involves behaviour intended to isolate, manipulate or humiliate another person. This may include exclusion from friendships, spreading rumours, intimidation or controlling behaviour.	Social isolation, sadness, anxiety, changes in friendship groups, withdrawal from activities, low confidence, reluctance to participate socially, emotional outbursts.
Cyberbullying	Cyberbullying involves the use of technology or online platforms to harm, threaten or humiliate another person. This may include harmful messages, social media abuse, sharing images, online exclusion or impersonation.	Distress after using devices, reluctance to use technology, anxiety, sleep difficulties, secrecy regarding online activity, emotional upset after receiving messages, sudden withdrawal from online communication.
Racist or Cultural Bullying	Racist or cultural bullying involves discrimination, insults or intimidation related to race, nationality, ethnicity, language or cultural background.	Reluctance to participate socially, emotional distress, withdrawal, complaints about discriminatory comments, low confidence, avoidance of particular pupils or groups.
Religious Bullying	Religious bullying involves negative comments, ridicule, intimidation or exclusion related to a person's religion, beliefs or traditions.	Anxiety, emotional distress, withdrawal from discussions or activities, fear of being judged, reluctance to express beliefs openly.
Bullying Related to Disability or SEN	This form of bullying targets pupils because of disabilities, learning differences or special educational needs.	Reduced self-esteem, frustration, social withdrawal, reluctance to attend school, increased emotional distress, fear of peer interactions.
Sexist or Gender-Based Bullying	Gender-based bullying involves harmful behaviour, stereotypes or discrimination related to gender or gender expression.	Embarrassment, emotional distress, reduced confidence, avoidance of activities, reluctance to participate socially or academically.

Type of Bullying	Description	Possible Signs and Indicators
Homophobic Bullying	Homophobic bullying involves negative comments, teasing or intimidation relating to sexual orientation or perceived sexual orientation.	Anxiety, emotional withdrawal, reluctance to engage socially, low mood, fear of peer judgement, reduced confidence.
General Signs of Bullying	Pupils experiencing bullying may not always report concerns directly. Staff should remain vigilant to behavioural and emotional changes.	Sudden mood changes, reluctance to attend school, headaches or stomach aches, unexplained injuries, loss of belongings, decline in academic performance, tearfulness, isolation, sleep difficulties or changes in behaviour.

Safeguarding and Child Protection

PORG International School recognises that bullying may become a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Serious incidents involving intimidation, emotional distress, physical aggression or online abuse may require safeguarding intervention.

All staff understand their responsibility to remain vigilant regarding pupil wellbeing and to report concerns appropriately. Concerns relating to bullying may be shared with pastoral leaders, the Designated Safeguarding Lead (DSL), school leadership or external agencies where necessary.

Where bullying behaviour presents a risk to a child's safety or welfare, the school may involve external safeguarding services, social care agencies or the police in accordance with local safeguarding procedures.

Roles and Responsibilities

The school leadership team is responsible for ensuring that this policy is implemented effectively across the school. Leadership staff monitor the overall effectiveness of anti-bullying procedures, review incident records, provide appropriate support systems, and ensure that staff receive relevant safeguarding and behaviour training.

All staff members are responsible for promoting respectful behaviour, modelling positive relationships and responding appropriately to concerns. Staff are expected to listen

carefully to pupils, investigate incidents fairly, maintain appropriate confidentiality and report concerns in line with school procedures.

Pupils are expected to behave respectfully towards others and to contribute positively to the school community. Pupils are encouraged to report concerns if they experience or witness bullying behaviour.

Parents and carers play an important role in supporting the school's anti-bullying expectations. The school encourages parents to communicate concerns promptly and to work collaboratively with staff in supporting children.

Responsibilities of the School Leadership Team

The School Leadership Team holds overall responsibility for ensuring that PORG International School provides a safe, respectful and inclusive environment in which bullying behaviour is not tolerated. Leadership staff are responsible for ensuring that this Anti-Bullying Policy is implemented consistently across all phases of the school and that safeguarding procedures are effective, appropriate and compliant with British Schools Overseas (BSO) expectations and Czech legislation.

The leadership team is responsible for promoting a positive safeguarding culture throughout the school community and ensuring that pupil wellbeing remains a priority within all areas of school life. Leaders oversee the monitoring and review of bullying incidents, ensure that records are maintained appropriately and evaluate whether preventative measures and interventions are effective.

The School Leadership Team also ensures that all staff members receive appropriate safeguarding, behaviour management and anti-bullying training. Leaders provide guidance and support to staff when concerns arise and ensure that appropriate actions are taken in response to bullying behaviour.

Where serious safeguarding concerns are identified, the leadership team is responsible for ensuring that external agencies, including OSPOD, counselling services or police authorities, are contacted where necessary in order to protect pupil welfare and safety.

Responsibilities of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) plays a central role in safeguarding pupils and overseeing concerns related to bullying behaviour where there may be emotional harm, safeguarding risks or child protection concerns.

The DSL is responsible for supporting staff in managing safeguarding concerns linked to bullying and ensuring that all incidents are handled in accordance with school safeguarding procedures. The DSL may provide advice regarding risk assessments, pupil safety planning, referrals to external agencies and appropriate support strategies.

The DSL works closely with pastoral staff, teachers, parents and external professionals to ensure that pupils receive appropriate support and protection. The DSL also ensures that safeguarding records relating to bullying concerns are maintained securely and confidentially.

Responsibilities of Teachers

Teachers play a key role in preventing bullying by creating positive classroom environments where pupils feel respected, included and emotionally safe. Teachers are responsible for modelling respectful behaviour and promoting positive relationships among pupils.

Teachers are expected to remain vigilant regarding changes in pupil behaviour, emotional well-being, or peer relationships that may indicate bullying concerns. They are responsible for listening carefully to pupils, responding sensitively to disclosures and taking all concerns seriously.

Teachers are responsible for investigating incidents fairly and promptly, maintaining accurate records and communicating concerns to pastoral leaders or safeguarding staff where appropriate. Teachers also work closely with parents and carers to support pupils and promote positive behavioural outcomes.

In teaching and learning, teachers are responsible for delivering age-appropriate education on bullying prevention, online safety, emotional well-being, inclusion, and respectful communication.

Responsibilities of Teaching Assistants and Support Staff

Teaching assistants and support staff have an important responsibility in supporting pupil wellbeing and promoting positive behaviour throughout the school environment. As they often work closely with pupils during lessons, break times and transitions, they may be well placed to identify early signs of distress, isolation or bullying behaviour.

Support staff are expected to report concerns promptly to relevant teaching or safeguarding staff and to contribute positively to the school's safeguarding culture. They are responsible for maintaining professional and respectful relationships with pupils and supporting restorative and pastoral approaches where appropriate.

Responsibilities of Pastoral Staff and School Psychologist

Pastoral staff and the school psychologist play an important role in supporting pupils' emotional well-being and mental health. They provide emotional support, guidance and intervention for pupils who experience bullying as well as those displaying bullying behaviour.

Pastoral staff may conduct well-being check-ins, restorative conversations, mediation meetings or emotional support sessions where appropriate. They also work

collaboratively with teachers, parents and safeguarding staff to monitor pupil wellbeing and ensure that effective support strategies are implemented.

The school psychologist may provide additional emotional or behavioural support for pupils experiencing anxiety, emotional distress, social difficulties or ongoing behavioural concerns linked to bullying incidents.

Responsibilities of Pupils

Pupils are expected to contribute positively to the school community by treating others with kindness, respect and empathy. Pupils are encouraged to recognise the impact of their words and actions and to behave responsibly both within school and online.

Pupils are expected to report bullying concerns if they experience bullying themselves or witness bullying behaviour affecting others. The school encourages pupils to speak to trusted adults and reassures them that concerns will be taken seriously and addressed sensitively.

Pupils are also encouraged to support one another positively and to contribute to an inclusive environment where diversity and individuality are respected.

Responsibilities of Parents and Carers

Parents and carers are important partners in promoting positive behaviour and supporting pupil wellbeing. The school encourages parents to maintain open communication with staff and to report concerns regarding bullying promptly.

Parents are expected to support the school's anti-bullying expectations and reinforce respectful behaviour, kindness and responsible online conduct at home. The school values collaborative relationships with parents and seeks to work together to ensure the best outcomes for pupils.

Where bullying concerns arise, parents are expected to engage constructively with the school, support agreed interventions and encourage positive behavioural change where necessary.

Responsibilities of Visitors and Volunteers

All visitors and volunteers within the school community are expected to behave respectfully and contribute positively to the school's safe and supportive ethos. Visitors and volunteers must follow school safeguarding procedures and report any concerns regarding pupil welfare or bullying behaviour to a member of staff immediately.

The school ensures that volunteers understand their safeguarding responsibilities and the expectations set out in the Anti-Bullying Policy and safeguarding procedures.

Prevention and Positive School Culture

PORG International School believes that the most effective approach to bullying prevention is creating a positive and inclusive school culture. The school actively promotes kindness, empathy, cooperation and respectful behaviour throughout daily school life.

Pupils are taught about healthy relationships, emotional wellbeing and responsible behaviour through PSHE lessons, assemblies, circle time discussions and wellbeing activities. Staff model respectful communication and support pupils in developing emotional literacy, resilience and conflict-resolution skills.

The school also promotes online safety education to help pupils understand responsible digital behaviour, respectful communication and safe use of technology.

Positive behaviour systems, restorative conversations and pastoral support structures are used to encourage pupils to develop self-awareness and accountability for their actions.

Reporting Concerns

PORG International School is committed to creating a safe and supportive environment in which all pupils feel confident reporting concerns about bullying, unkind behaviour, or emotional distress. The school recognises that pupils may sometimes feel anxious, embarrassed or worried about speaking openly regarding bullying incidents. Staff therefore work proactively to build trusting relationships with pupils and to ensure that children understand that all concerns will be taken seriously and handled sensitively.

Pupils are encouraged to speak to a trusted adult if they experience bullying themselves, witness bullying affecting another pupil or feel worried about behaviour taking place within the school community. Pupils may report concerns to class teachers, teaching assistants, pastoral care staff, school leaders, the Designated Safeguarding Lead (DSL), the school psychologist or any adult within the school whom they trust and feel comfortable speaking with.

The school recognises that some pupils, particularly younger children or vulnerable pupils, may find it difficult to explain their experiences clearly. Staff are therefore expected to listen carefully, remain calm and reassuring, and avoid dismissing concerns or making assumptions. Pupils should feel supported throughout the reporting process and reassured that they have done the right thing by speaking up.

Staff understand the importance of responding promptly to concerns and ensuring that pupils feel safe during and after disclosure. Any member of staff receiving a report of

bullying behaviour is responsible for recording the concern appropriately and informing relevant pastoral or safeguarding staff in accordance with school procedures.

The school also recognises the important role of parents and carers in supporting pupil wellbeing and safeguarding. Parents are encouraged to contact the school promptly if they become aware of concerns relating to bullying, changes in behaviour, emotional distress or friendship difficulties. The school values open and respectful communication with families and aims to work collaboratively with parents in supporting children effectively.

All reports of bullying are treated seriously and investigated fairly, sensitively and proportionately. Investigations may involve discussions with pupils involved, staff observations, review of relevant information and communication with parents where appropriate. The school seeks to ensure that all pupils involved are listened to respectfully and supported appropriately throughout the process.

Where concerns involve online behaviour or cyberbullying, the school may also review relevant online evidence, encourage pupils and parents to preserve messages or screenshots where appropriate and provide guidance regarding online safety and responsible digital behaviour.

The school recognises that some incidents may involve safeguarding or child protection concerns. Where there is reason to believe that a pupil may be at risk of harm, concerns will be referred to the Designated Safeguarding Lead and external agencies may be involved where necessary in accordance with safeguarding procedures and Czech legal requirements.

Throughout the reporting and investigation process, the school aims to maintain appropriate confidentiality while ensuring that relevant staff members are informed in order to safeguard pupils effectively. Information is shared on a need-to-know basis and handled sensitively and professionally.

Following investigations, the school ensures that appropriate follow-up support and monitoring are implemented. Pupils involved in incidents are monitored to ensure that bullying behaviour has ceased and that all pupils continue to feel safe, respected and supported within the school environment.

PORG International School is committed to fostering a culture where pupils understand that seeking help is encouraged and where concerns are addressed openly, fairly and consistently in order to protect the wellbeing and dignity of every child.

Responding to Bullying Incidents

PORG International School is committed to responding to all concerns regarding bullying behaviour promptly, fairly, consistently and sensitively. The school recognises that bullying can have a serious impact on a pupil's emotional wellbeing, confidence, mental health and educational progress. For this reason, all reports of bullying are taken seriously and managed in a manner that prioritises safeguarding, pupil welfare and emotional support.

When concerns about bullying behaviour are reported, staff respond calmly and supportively to ensure that pupils feel safe, listened to and respected. Staff understand that pupils may feel anxious, frightened, embarrassed or reluctant to speak openly about their experiences. It is therefore essential that adults provide reassurance, remain non-judgemental, and create an environment in which pupils feel comfortable sharing information.

The member of staff receiving the concern will listen carefully to all pupils involved and seek to establish a clear and balanced understanding of the situation. Pupils are encouraged to explain events in their own words and are reassured that the school will investigate the matter fairly and sensitively. Staff avoid making assumptions or assigning blame before gathering appropriate information.

Where appropriate, the member of staff will inform the relevant class teacher, pastoral care staff, the Designated Safeguarding Lead (DSL), or the school leadership team in accordance with school safeguarding and behaviour procedures. Significant incidents are recorded appropriately to ensure accurate monitoring, safeguarding oversight and follow-up support.

The school recognises that every bullying incident is different and therefore responses are determined by the age and developmental stage of the pupils involved, the seriousness of the behaviour, the frequency of incidents, and the emotional impact on the pupils affected. The school also considers whether incidents involve safeguarding concerns, discriminatory behaviour, online abuse, or emotional harm that require additional intervention.

During the investigation process, staff may speak individually with pupils involved, gather witness accounts, review relevant information and, where appropriate, examine online evidence connected to cyberbullying concerns. Staff maintain appropriate confidentiality throughout the process while ensuring that relevant information is shared with safeguarding and pastoral staff on a need-to-know basis.

Parents and carers may be informed depending on the nature and seriousness of the incident. The school values constructive communication with families and seeks to work collaboratively with parents to support positive outcomes for pupils. Meetings may be arranged with parents and carers to discuss concerns, agree on support strategies, and review behavioural expectations.

The school aims not only to address incidents but also to educate pupils and, where appropriate, to restore positive relationships. Responses may therefore include restorative conversations designed to help pupils understand the emotional impact of their behaviour, take responsibility for their actions and rebuild respectful relationships. Restorative approaches are used carefully and only where appropriate and safe for all pupils involved.

Where necessary, the school may implement additional interventions or support measures. These may include increased supervision, pastoral support, behaviour support plans, emotional wellbeing interventions, mentoring, social skills support, counselling support or involvement from the school psychologist. In some situations, seating arrangements, class supervision or social groupings may also be adjusted in order to support pupil safety and wellbeing.

Where bullying behaviour is serious, repeated or involves safeguarding concerns, the school may apply sanctions in accordance with the Behaviour Policy. Such responses may include formal warnings, restrictions, internal consequences or further disciplinary action where appropriate. Incidents involving significant harm, threats, discrimination or criminal behaviour may also require involvement from external agencies, including OSPOD, safeguarding authorities or police services.

The school recognises that resolving bullying concerns often requires ongoing monitoring and support rather than a single intervention. Follow-up meetings and well-being check-ins are therefore conducted after incidents have been addressed in order to ensure that bullying behaviour has ceased and that pupils continue to feel safe, supported and emotionally secure within the school environment.

Staff remain vigilant following incidents and continue to monitor relationships, behaviour patterns and pupil wellbeing over time. The school aims to ensure that all pupils involved receive appropriate guidance, support and opportunities for positive behavioural development.

PORG International School remains committed to fostering a culture of respect, empathy and safeguarding in which bullying behaviour is addressed consistently and where all pupils feel protected, valued and supported.

Support for Pupils and Children

PORG International School recognises that bullying can have a significant impact on a child's emotional wellbeing, confidence, relationships, sense of safety and ability to learn effectively. The school is committed to ensuring that all pupils and children involved in bullying incidents receive appropriate care, guidance and support. This includes support for pupils who experience bullying behaviour, as well as for pupils who display it. The school believes that effective support, early intervention, and positive relationships are

essential to promoting emotional well-being, safeguarding, and positive behavioural development.

The school understands that pupils who experience bullying may feel frightened, anxious, isolated, embarrassed or reluctant to attend school. Staff therefore work sensitively and proactively to ensure that pupils feel safe, listened to, valued and emotionally supported throughout the process of reporting, investigation and follow-up.

Support provided to pupils who experience bullying may include emotional reassurance, regular well-being check-ins, pastoral care, restorative conversations where appropriate, friendship support, and opportunities to speak with trusted adults. Staff carefully monitor pupils' emotional well-being, peer relationships, and engagement in school life following incidents to ensure concerns are resolved effectively and pupils continue to feel safe within the school environment.

Where appropriate, pupils may also receive additional support from pastoral staff, the school psychologist or other professionals. The school may implement individual well-being strategies, increased supervision, or emotional support plans to safeguard pupils and promote confidence and emotional recovery.

The school also recognises that younger children, particularly within the Early Years Foundation Stage (EYFS) and Primary phases, may not always have the language or emotional awareness to clearly explain their experiences. Staff therefore remain attentive to behavioural changes, emotional distress, social withdrawal or changes in play patterns that may indicate underlying concerns.

Support within EYFS

Within the Early Years Foundation Stage, the school recognises that young children are still developing emotional regulation, social communication, empathy and cooperative play skills. Behaviour incidents are therefore approached developmentally and supportively, with a strong focus on guidance, modelling and emotional learning.

EYFS staff create a nurturing and predictable environment in which children feel emotionally secure and supported. Staff model positive behaviour consistently and help children develop kindness, sharing, turn-taking, emotional expression and positive friendships through daily interactions, play-based learning, stories, circle time and role-play activities.

Children who experience unkind or hurtful behaviour are supported immediately and sensitively. Staff help children identify and express their feelings, reassure them that they are safe and provide comfort and emotional guidance where needed. Children are encouraged to rebuild confidence, re-engage positively with peers and participate fully in classroom and play activities.

Where repeated hurtful behaviour occurs, EYFS staff work closely with children to help them understand the emotional impact of their actions and to develop positive social

behaviours. The focus remains on teaching empathy, emotional understanding and positive interaction rather than punishment.

Parents and carers are informed where concerns persist or where additional emotional or behavioural support may be required. Staff work collaboratively with families to ensure consistent approaches between home and school and to support children's social and emotional development effectively.

Where necessary, additional support strategies may include increased adult supervision, targeted social interaction support, behaviour monitoring or consultation with pastoral staff or the school psychologist.

Support within the Primary Phase

Within the Primary Phase, the school recognises that pupils are continuing to develop emotional maturity, resilience, friendship skills and self-awareness. Pupils may require guidance and support in managing social conflicts, understanding the impact of their behaviour and developing respectful relationships.

Pupils who experience bullying within the Primary Phase are supported through pastoral care, emotional well-being support and regular communication with trusted adults. Staff ensure that pupils are listened to carefully and reassured that concerns will be taken seriously and addressed fairly.

Support strategies may include regular wellbeing check-ins, restorative conversations, friendship support, social skills guidance, mentoring opportunities or emotional support sessions with pastoral staff or the school psychologist. Staff monitor pupils carefully following incidents in order to ensure that they continue to feel safe, included and emotionally secure within the school community.

Primary pupils displaying bullying behaviour are also supported appropriately. Staff work with pupils to help them recognise the consequences of their actions, develop empathy and improve emotional regulation and social skills. Behaviour support plans, reflective conversations and restorative approaches may be implemented to support positive behavioural change.

The school values the involvement of parents and carers throughout the support process. Staff communicate regularly with families regarding concerns, interventions and progress and work collaboratively to promote consistent behavioural expectations and emotional support for pupils.

Where concerns are ongoing or involve significant emotional distress, safeguarding concerns or repeated bullying behaviour, the school may involve pastoral leaders, the Designated Safeguarding Lead (DSL), the school psychologist or external professionals where appropriate.

PORG International School remains committed to ensuring that all pupils and children feel protected, respected and supported and that all members of the school community are helped to develop positive, respectful and caring relationships.

Online Safety and Cyberbullying

The school recognises that technology and online communication play an important role in pupils' lives and that cyberbullying can have serious emotional consequences.

Pupils receive age-appropriate education regarding online safety, respectful communication, digital citizenship and responsible use of technology. Pupils are taught how to report harmful online behaviour and how to protect their personal information.

Cyberbullying incidents occurring outside school may still be addressed by the school where they affect pupil wellbeing, safeguarding or relationships within the school community.

Equality and Inclusion

PORG International School is committed to promoting equality, diversity and inclusion throughout the school community. The school does not tolerate discriminatory behaviour or bullying related to race, religion, culture, disability, gender, special educational needs, family background or sexual orientation.

The school actively promotes respect, understanding and appreciation of diversity through curriculum opportunities, assemblies, wellbeing education and positive relationships.

Staff work to ensure that all pupils feel represented, included and respected within the school environment.

Recording and Monitoring

All significant bullying concerns and incidents are recorded appropriately in accordance with school safeguarding and behaviour procedures.

Records may include details regarding the pupils involved, the nature of the concern, actions taken, parental involvement and follow-up outcomes. School leadership reviews

records regularly to monitor patterns, evaluate interventions, and strengthen preventive practice.

The school analyses trends and wellbeing information to support safeguarding procedures and ensure that all pupils feel safe and supported.

Staff Training

Staff receive regular safeguarding and behaviour training to ensure they understand their responsibilities regarding bullying prevention and pupil welfare.

Training may include safeguarding awareness, online safety, emotional well-being, behaviour management, restorative practice and equality and inclusion.

The school recognises the importance of ensuring that all adults within the school community maintain a consistent and supportive approach to pupil wellbeing.

Czech Legislative Framework

This policy has been developed in accordance with the safeguarding, educational and welfare requirements applicable within the Czech Republic, alongside British Schools Overseas (BSO) expectations and international safeguarding standards.

The school recognises its responsibilities under Czech educational and child protection legislation and is committed to protecting pupils from bullying, discrimination, emotional harm and abuse.

This policy is informed by the following Czech legislation and guidance:

Act No. 561/2004 Coll., the Education Act (Školský zákon), which establishes the rights and responsibilities of schools in ensuring safe educational environments and protecting pupils' wellbeing.

Act No. 359/1999 Coll., on Social and Legal Protection of Children, which outlines safeguarding responsibilities and cooperation with child protection authorities, including OSPOD.

Act No. 89/2012 Coll., the Civil Code, which protects personal rights, dignity and the welfare of children.

Act No. 40/2009 Coll., the Criminal Code, which addresses criminal behaviour, including threats, harassment, violence and abuse.

Methodological Guideline of the Ministry of Education, Youth and Sports (MŠMT) for the Prevention and Resolution of Bullying in Schools and School Facilities.

Methodological Recommendations of the Ministry of Education regarding the prevention of risky behaviour in children and young people.

The school also acts in accordance with:

The United Nations Convention on the Rights of the Child recognises every child's right to protection, safety, dignity and education.

The Equality Act principles and British safeguarding expectations applicable within British Schools Overseas accreditation.

PORG International School cooperates appropriately with external agencies and authorities where safeguarding concerns arise. This may include communication with OSPOD, educational counselling services, psychologists, medical professionals, or police authorities, where necessary, to protect pupil welfare.

Monitoring and Review

This policy is reviewed annually by school leadership to ensure continued compliance with safeguarding obligations, British Schools Overseas (BSO) expectations and current best practice guidance.

The review process considers safeguarding developments, pupil wellbeing information, bullying records, parental feedback, pupil voice and staff observations.

PORG International School remains committed to continuously strengthening safeguarding, wellbeing and positive behaviour across the school community.

Publication

This Policy is updated annually and is published to all staff and volunteers. The PORG International School anti-bullying policy is available to school personnel, teaching and non-teaching staff, pupils and parents in the School Information System.

Key Contacts

Concerns regarding bullying, safeguarding or pupil wellbeing may be reported to pastoral care staff, school leadership, the Designated Safeguarding Lead or the school psychologist.

External safeguarding agencies, social care services or police services may also be contacted where concerns involve significant risk or harm.

Designated Safeguarding Lead	Thabang Lehner	lehner@porg.cz
Principal	Barbora Gazdova	gazdova@porg.cz
Proprietor	Dagmar Dluhosova	dluhosova@porg.cz
Psychologist	Petra Kahankova	kahankova@porg.cz
Pastoral Care	David Rojas	rivera@porg.cz
SENDCo	Katerina Mlcochova	mlcochova@porg.cz

LOCAL AUTHORITY CONTACTS

OSPOD	+420 723 089 261
National telephone number for information and advice on children's issues-advice service	+420 116 111
Children's support services	+420 737 267 939
Helpline for parents	+ 420 840 111 234 pomoc@rodicovskalinka.cz
POLICE	158
Local POLICE	156

Bullying behaviour record

Name of pupil being bullied and class group

Name	
Class	

Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Source of bullying concern (tick)	
Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other …….	

Location of incident (tick)	
Playground	
Classroom	
Corridor	
Toilets	
Other …….	

Name(s) of person(s) who reported the bullying concern

Type of bullying behaviour (tick relevant box(es))

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

Where behaviour is regarded as identity-based bullying, indicate the relevant category

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

Brief description of bullying behaviour and its impact

Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal _____