Košice International School

DIRECTIVE ON PREVENTING AND ADDRESSING BULLYING

Košice International School

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This Directive shall be renewed on a regular basis, on an annual basis to ensure its relevance and effectiveness

Date of last revision: May 2025
Next revision date: May 2026

1. PURPOSE OF THE DIRECTIVE

The purpose of this Intra-School Directive on the Prevention and Resolution of Bullying is to express our commitment to creating a school environment where the principles of equality, diversity, inclusion and mutual respect are applied. This directive is intended to ensure that all staff, students and parents or legal guardians of children are aware of the school's attitude towards bullying and the procedures for preventing and dealing with it. Bullying in any form is unacceptable and we would like to ask all members of our school community to report known cases of bullying to them without delay so that appropriate measures can be taken to address and remedy them.

2. DECLARATION

2.1 Introduction

At our school, Private Primary School International School, Private Kindergarten, Private Grammar School (hereinafter referred to as the School), we are committed to creating an inclusive and respectful environment in which we value, support and protect the dignity of each individual. We are committed to eliminating prejudice* and discrimination**, including bullying based on race, religion/belief, political opinion, disability, special educational needs (SEN), gender, gender identity or sexual orientation. By fostering a culture of respect and understanding, we strive to cultivate a positive school environment in which all students, staff and members of the school community are successful and supported, regardless of their background or personal characteristics.

2.2 Letter of intent

The school is committed to maintaining a safe, caring, and supportive environment where all students feel safe and free from fear of bullying. Research points to the lasting impact that bullying can have on an individual's mental health and personal development. As a school, we

take bullying seriously and will not tolerate it in any form, whether it is committed by a student or an adult.

All members of the school community – including pupils, staff, parents and visitors – are expected to maintain dignity and respect in their interactions with each other, whether in personal contact, or in online communication. It is important that we are all vigilant and report any suspected bullying to a school staff member so that it can be recorded and thoroughly investigated and addressed. Ignoring bullying or not addressing it allows such behavior to persist. Only by working together can we effectively prevent and eliminate bullying.

*prejudice - an unfair or unfair opinion, attitude or feeling created without sufficient consideration or knowledge; An irrational, hostile attitude directed against an individual, group, race, or their supposed characteristics.

**discrimination - is an action when one person (a group of people, an organization, a country) is treated differently in the same situation than another person (a group of people, an organization, a country)
on the basis of their differences, e.g. racial or ethnic origin, belief, age, gender, sex or sexual orientation.

3. DEFINITION AND FORMS OF BULLYING

3.1 Definition - What is bullying?

Bullying refers to repetitive, intentional behavior that causes physical, emotional, or psychological harm to another person. It can include a power imbalance in which it is difficult for the individual who is being bullied to defend themselves.
We recognise that many children and young people experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and skills to manage relationships in a peaceful way that does not harm others.
Both children who are bullied and children who bully others can have serious and lasting problems.

3.2 Forms of bullying

Bullying can take many forms, including:

- Physical bullying – beating, pushing, kicking, damaging property, or other physical aggression.
- Verbal bullying – swearing, insulting, threatening, teasing, or offensive remarks.
- Emotional and psychological bullying - social exclusion - excluding someone from a group, manipulating friendships or encouraging others to isolate someone, spreading gossip,
- Cyberbullying - using digital platforms (social media, messages, emails, gaming platforms) to intimidate, harass, spread false information or embarrass others.
- Biased bullying – targeting someone based on their race, religion, gender, disability, or any other protected characteristic.
- Sexual Bullying – Unwanted sexual remarks, gestures, or physical contact.

3.3 Definition of bullying — Directive No 1/2025, Article 2 (1)

The Minister of Education, Research, Development and Youth of the Slovak Republic in Directive No. 1/2025 on the prevention and management of bullying of children and pupils in schools and school facilities defines bullying in Article 2 (1) as

a. **Bullying at school means harassment in the form of usually recurrent unwanted behaviour of bullying towards the bullied** person, which is **motivated by the intention of gaining the upper hand over the bullied**, **humiliating the bully or gaining a forced position of power**, as a result of which there is or may be the creation of intimidating, hostile, embarrassing, humiliating, humiliating, humiliating, dishonoring, intentionally hurting or offensive environments **in the form of verbal bullying, physical bullying, psychological bullying, emotional bullying, dangerous electronic harassment or dangerous stalking;**

3.4 Forms of bullying – Directive No 1/2025, Article 2 (1)

b. Bullying is further divided into **direct**, in which **the bully directs his actions directly at the bully** by repetitive intentional verbal, psychological, emotional or physical violence, in which the participants of the bullying are usually present; it is associated **with the aim of gaining dominance in the team**,

c. and **indirect - in which the bully uses methods and tools of relational violence and emotional blackmail**, especially in the form of overlooking, ignoring, deliberately excluding the bullied from the collective, spreading false or disparaging information, sensitive audio recordings (audio recordings), video recordings (video recordings) or audio-visual (audio-visual) recordings of the bullied person or by manipulating the opinions and attitudes of other members of the social group towards the bullied

3.5 Roles of participants in bullying, Directive No 1/2025, Article 2 (1)

d. **a bully is** a pupil or a group of pupils who repeatedly mentally or physically harm the bullied,

e. **a bullied pupil/group** is the one / are those who are exposed to bullying,

f. **a participant in bullying** is a pupil or a group of pupils who are present during the bullying or who have knowledge of bullying and are not bullies or bullied,

3.6 Grounds for bullying, Directive 1/2025, Article 2 (1)

g. **The reason for bullying** is mainly a special characteristic of the bullied person, which usually consists in his

- disability
- Sex
- religion or belief
- nationality or ethnic group
- sexual orientation or gender identity
- Language
- the social, social or property status of his family, or
- other personal characteristics, usually associated with wearing glasses, being overweight or having low movement literacy,

3.7 Acts of bullying, Directive 1/2025, Article 2 (1)

h. **Verbal bullying** means repeated swearing, insulting, mocking, teasing, threatening physical attacks, inciting physical attacks, ordering the bullied person to perform a certain action

against their will, intimidation, blackmailing or expelling the bullied person from the collective,

i. **Physical bullying** means unwanted and unwanted physical contact for the bullied person, during which the bully repeatedly hits, hits, sucks or kicks the bullied person, trips him or throws various objects at him, hides, damages, appropriates or destroys the things of the bullied person,

j. **Psychological bullying and emotional bullying** is harm by negatively influencing the psyche, emotions, mood and mental state of the bullied, especially by repeated humiliation, ridicule, shaming, contempt, slander in his or her

k. absence, dissemination of false information or insulting family members or close persons,

l. **'cyberbullying' means** verbal, psychological and emotional bullying carried out in cyberspace without physical contact between the bully and the bullied by means of information and communication technology, which may also be anonymous in nature, and in which the bully is able to carry out attacks from different locations, without the bully being able to immediately learn about the attack and may not be able to identify the bully; published Information, photographs, audio and video recordings can be accessible to a large number of people and can be difficult to remove from cyberspace.

3.8 Bullying is not considered to be bullying, Directive 1/2025 Article 2 (2)

a) a one-off or impulsive manifestation of violence or aggression between pupils through an acute lack of control of emotions that immediately resonate,
b) manifestations of violence or aggression between pupils outside of school, which do not result from relationships between pupils at school, except cyberbullying,
c) disagreement between a school employee and a pupil related to the educational process.

4. BULLYING AS A CRIMINAL OFFENCE AND POSSIBLE PROSECUTION (DIRECTIVE NO 1/2025, ARTICLE 2 (3)

Bullying can meet the factual substance of a criminal offence (Section 8 of the Criminal Code), where a bully from the age of 14 can be prosecuted mainly for a criminal offence
a) bodily harm (Section 155 of the Criminal Code),
b) restriction of personal liberty (Section 183 of the Criminal Code),
c) robbery (Section 188 of the Criminal Code);
d) extortion (Section 189 of the Criminal Code),
e) gross coercion (Sections 190 and 191 of the Criminal Code),
f) coercion (Section 192 of the Criminal Code),
g) violation of house freedom (Section 194 of the Criminal Code),
h) sexual violence (Section 200 of the Criminal Code),
i) sexual abuse (Sections 201 to 203 of the Criminal Code);
j) theft (Section 212 of the Criminal Code),
k) unauthorized use of someone else's property (Section 215 of the Criminal Code),
l) damaging someone else's property (Sections 245 and 246 of the Criminal Code),
m) dangerous threats (Section 360 of the Criminal Code),
n) dangerous persecution (Section 360a of the Criminal Code),
o) production of child pornography (Section 368 of the Criminal Code),
p) distribution of child pornography (Section 369 of the Criminal Code),
q) possession of child pornography and participation in a child pornographic performance (Section 370 of the Criminal Code),
r) defamation (Section 373 of the Criminal Code)

Article 2 (4) - **Bullying may constitute an offence** against

a) civil coexistence (Section 49 of Act No. 372/1990 Coll. on Minor Offences, as amended),
b) property (Section 50 of Act No. 372/1990 Coll.)

Article 2 (5) - **The fact that the bully is not criminally responsible due to his or her young age** (Section 22 of the Criminal Code) **is not an obstacle to filing an action for damages**.

Article 2 (6) - **A school employee who is aware of a case of bullying and does not take any measures to prevent and deal with bullying may be prosecuted** in particular for a criminal offence

a) failure to prevent a criminal offence (Section 341 of the Criminal Code),
b) failure to report a criminal offence (Section 340 of the Criminal Code)
c) bodily harm (Sections 155 to 158 of the Criminal Code)

5. BULLYING PREVENTION

Bullying prevention requires a proactive approach that promotes a safe, respectful and inclusive school environment. Here are some of the preventive measures to promote a positive school environment:

5.1 Creating a positive school climate

- We promote a culture of respect, inclusion, and kindness through school-wide initiatives.

- We encourage open communication between pupils, teachers and staff.
- We reinforce the importance of empathy and mutual respect in everyday interactions.
- We create a safe, friendly and accepting environment, fostering strong relationships that positively impact learners' learning, outcomes and wellbeing.

- We build a positive ethos based on respecting and highlighting all types of differences in our school.
- We use the IB learner's profile to develop internationally minded individuals who value their own culture while respecting the different perspectives, values and traditions of other cultures.

5.2 Education and information

- Incorporating bullying prevention into the curriculum through lessons on emotional intelligence, conflict resolution, and digital citizenship.
- Providing pupils with age-appropriate training on recognizing, preventing and responding to bullying.

- Organising an information campaign, workshops and thematic activities, such as Alliance Against Bullying initiatives (Anti-Bullying Week, Unpaired Socks Day), to draw attention to the impact of bullying and the importance of taking a stand against it.
- Involvement in the consistent educational work of pedagogical and professional staff shows an active interest in the problems of pupils at school and outside it.
- Implementation of long-term strategic activities such as assemblies, informal lectures with school staff and/or external experts, classroom discussions and proven prevention programmes complemented by non-formal learning activities.

To prevent bullying by CPP (Center for Counseling and Prevention), the informed consent of the legal representative is not required.

5.3 Training and Employee Responsibility

- Ensure that all school staff receive regular training on identifying, preventing, and dealing with bullying.
- Setting clear expectations for employees to take immediate and appropriate action if bullying is noticed or reported.
- Designate a school anti-bullying coordinator who will be responsible for overseeing prevention and compliance efforts.
- As part of our commitment to creating a safe and supportive learning environment, all employees must demonstrate integrity within the meaning of the applicable legislation of the Slovak Republic upon employment.

5.4 Student engagement and empowerment

- Encouraging students to actively participate in creating a positive and supportive school community.
- We plan to implement peer support programs, mentoring initiatives, and student-led anti-bullying committees.
- Educating so-called "bystanders" about their role in preventing and intervening in bullying and emphasizing the importance of speaking up and seeking help.

5.5 Parental involvement

- Providing information to parents and guardians of children about recognizing the signs of bullying and supporting their children.
- Promoting open communication between parents, pupils and the school in relation to issues related to bullying.
- Offering seminars and information resources to parents on conflict resolution, online safety and emotional well-being.
- Working with parents to strengthen an ethos of empathy and mutual respect at home.
- Cooperation with parents, the Advice and Prevention Centre (CPP) and external experts with expertise in dealing with bullying behaviour.

5.6 A clear directive and its strict follow-up

- Establish and communicate clear school rules and consequences related to bullying.
- Ensure that all pupils, staff and parents understand the procedures for reporting and dealing with cases of bullying.
- Maintain a zero-tolerance approach to bullying while emphasizing restorative practices to address underlying issues and promote positive behavior change.
- Reflect on and learn from bullying episodes in order to determine the necessary measures to prevent future bullying incidents,
- To educate pupils in the field of bullying and cyberbullying and in developing positive relationships and positive conflict resolution within PSHE classes, as well as through training and other activities.
- By maintaining clear procedures, providing comprehensive support, and taking a proactive approach, the school guarantees a safe and respectful learning environment for all students.

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6. REPORTING, VETTING AND ADDRESSING BULLYING

6.1 Reporting bullying behaviour

At School, we strive to create a supportive and safe environment in which students are not afraid to report bullying. Members of the school community can report bullying through various channels. You can report suspected bullying:

- To a trusted adult
- Class teacher or teacher's assistant
- PYP/MYP Coordinator
- Coordinator of the Special Educational Support Team (SENCO)
- To the headmaster of the school

Reporting by parents:

- Parents should report their concerns or suspicions of bullying directly to the class teacher. If further action is needed, the school head is involved in monitoring and resolving the problem.
- **Important**: Parents should not directly confront the alleged bully or their family to prevent the situation from escalating. All communication and interactions will be managed by the school.

Employee Responsibility:

- All employees are obliged to immediately report suspected bullying to the school principal
- Staff must immediately take measures to support the bullied pupil and prevent further harm

6.2 Investigating suspected bullying and dealing with bullying

A group of school employees is set up to verify suspected bullying and deal with bullying, which proposes and provides a procedure for dealing with bullying; its members are mainly a class teacher, a PYP or MYP coordinator and/or a school special education teacher/coordinator.

We take any reported bullying seriously. Each report is thoroughly investigated according to Directive No. 1/2025

How we proceed:

Step 1: Received Bullying Report

Step 2: Initial Immediate Response:

a. Inform the school principal about reporting bullying

b. Providing protection and support to a potentially bullied person

c. Setting up a team to review the incident by the school principal

d. The bullying report is recorded and placed in the file

e. Depending on the incident, the school head may, if necessary, contact:

- CPP - Centre for Counselling and Prevention
- Authority for the Social and Legal Protection of Children and Social Guardianship - Authority for the Social and Legal Protection of Children and Social Guardianship
- Self-government in case of an offence
- Police in the event of a crime
- Emergency medical service provider

Step 3: Investigation of the Bullying Report/ Verification of Bullying:

- The designated team will ensure that there is no further confrontation between the potential bullying and the bullied person/group
- Parents of the potentially bullied pupil, potentially bullying person and parents of potential witnesses are informed
- Individual interviews will be conducted with all parties involved – the potentially bullied pupil, the potentially bullying person and all witnesses – in order to gather information
- At least two teaching staff will be present at all interviews
- The team will ensure that there is no trivialization of bullying and actions that may lead to not addressing bullying, screening of bullying under emotional pressure

or in the presence of other pupils or to publish information from the bullying screening.

Step 4: After reviewing the bullying report, the team meets to determine the severity of the incident and the next steps. If the bullying is confirmed, the team follows measures to address the bullying and remedy its consequences

6.3 Measures to address bullying and remedy its consequences

The school will proceed in resolving the conflict according to Art. 5, Directive No. 1/2025 - Measures to address bullying and its consequences, with a focus on cooperation with the participating pupils and their parents and will look for the most appropriate forms of intervention that would lead to addressing bullying, correcting the consequences of this behavior and preventing further bullying.

In relation to the bully

- an individual interview with the bullyer will be arranged by a professional employee of the school support team or a professional employee of a counselling and prevention facility in the presence of his/her legal representative in order to clarify the motivation, social and family background of the bully's behaviour and to determine the next course of action; parts of the interview may also take place without the presence of a legal representative or a representative of the establishment, provided that the legal representative or representative of the establishment gives demonstrable consent to this;
- propose, as appropriate, an intervention in a counselling and prevention facility or arrange for intervention through a professional school employee, including support activities in the relevant classroom
- ensure the conditions for the physical and mental safety of pupils in the relevant class,

In relation to the bullied

- ensure the conditions for the physical and psychological safety of the bullied person and, if necessary, provide medical treatment,
- provide the bully with immediate psychological help and support,
- provide the bullied person with targeted and systematic support, as needed, in consultation with the relevant professional employee, in particular through counselling and prevention facilities,
- cooperates with the State School Inspection, the Regional Office of School Administration or the Office of the Commissioner for Children, as appropriate.

In relation to participants in bullying

- if necessary, provide individual bullying participants with support and counselling based on the assessment of the school support team, the school psychologist or the psychologist of the counselling and prevention facility,
- The proposal may also include an intervention in a counselling and prevention facility or an intervention through a professional school employee, including support activities in the relevant class, and conditions for the physical and mental safety of pupils in the relevant class will be ensured
- group intervention is provided in cooperation with the school support team or with a counselling and prevention facility;
- Group activities will be provided with the aim of directing pupils towards positive attitudes and values and developing the ability to identify sociopathological phenomena appropriate to their age, especially within the implementation of preventive programmes, class lessons, non-formal education activities.

Cooperation with a legal representative Article 6 Directive No. 1/2025

- When talking to the legal representative of the bullied, bullying person or participants in bullying, the school headteacher or a pedagogical employee or a professional employee authorized by him or her in the matter of bullying, ensures that the confidentiality of information is maintained.
- The headteacher or a pedagogical employee or professional employee authorised by the school headteacher or a professional employee shall make a record of the interview with the legal representative, a copy of which shall be provided to the legal representative.

7. METHOD OF MONITORING AND REVIEWING THE DIRECTIVE AND FEEDBACK

The school is committed to promoting a safe, respectful and inclusive environment, including through adherence to the Bullying Prevention and Management Directive. To ensure its relevance and effectiveness, this directive will be reviewed annually, by the PYP

and MYP coordinators, the Special Educational Support Team (SENCO) coordinator, the management and the school principal in cooperation with staff, students and parents.

Method of monitoring and reassessment

The effectiveness of the following shall be reviewed annually:

- prevention strategies and intervention procedures.
- mechanisms for reporting and responding to bullying incidents.
- support structures available to pupils affected by bullying.
- relevance with relevant Slovak legal requirements.
- compliance with the IB principles and the school's values.

Collecting feedback

To encourage the involvement of the whole school community, feedback will be obtained through:

- annual questionnaires for students, parents and school staff on the effectiveness, transparency and fairness of the Directive.
- Discussions with students in focus groups to understand their experiences and perspective.
- Meetings between parents and staff to explore concerns, identify trends, and suggest improvements.
- a staff meeting focused on professional development, where staff will share knowledge and best practices in dealing with bullying.

Notification of updates to the directive

Any major updates to the Bullying Prevention and Address Directive will be made public through:

- Email notifications and school announcements for parents and staff.
- training or information sessions for parents and pupils, if necessary.

- updates on the school's website and parent portal for easy access to revised measures.
- Classroom discussions and assemblies aimed at raising awareness and understanding of anti-bullying measures

This structured way of monitoring, reviewing and feedback ensures that the directive remains transparent, proactive and aligned with the evolving needs of the KEIS school community.

8. RELATED LEGISLATION AND AID ORGANISATIONS/ WEBSITES

8.1 Legislation

Directive 1/2025 on preventing and addressing bullying of children and pupils in schools and school establishments
https://www.minedu.sk/data/att/d76/32441.fb1a83.pdf

8.2 Aid organisations and websites

CHILD SAFETY LINE - for children and young people
Phone: 116111 NON-STOP help for free
Email:116111@ldi.sk
Website: https://ldi.sk Languages: English, German, Russian, Slovak, Ukrainian

NEZÁBUDKA HELPLINE
Phone: 0800 800 566 NON-STOP and free help
Website: https://www.linkanezabudka.sk Languages: English, Slovak

CHILDREN'S TRUST LINE
Telephone counselling centre, every working day from 8:00 a.m. to 8:00 p.m., phone number: 0907 401 749
E-mail counseling: odkazy@linkadeti.sk

Chat help every business day from 2 pm to 7 pm at linkadeti.sk

Peer counselling centre for linkadeti.sk Language: Slovak

IPCKO.SK - INTERNET COUNSELLING CENTRE FOR YOUNG PEOPLE
Free nonstop Crisis Helpline – also offers psychological support for
Phone: 0800 500 333
E-mail: poradna@ipcko.sk
Website: https://www.krizovalinkapomoci.sk/ Languages: Slovak and Ukrainian

MORE THAN NI(c)K - National Helpline for Children at Risk Nonstop
https://viacakonick.gov.sk/
E-mail: pomoc@viacakonick.gov.sk Language: Slovak

OFFICE OF THE COMMISSIONER FOR CHILDREN - Keeping children to be children
https://www.komisarpredeti.sk/sk/
Everyone has the right to apply to the Children's Commissioner about violations of the rights of the child or threats to the rights of the child.
ÚPSVAR - DEPARTMENT OF SOCIAL AND LEGAL PROTECTION OF CHILDREN AND SOCIAL GUARDIANSHIP
(Mon-Fri 8:00-15:00)
Košice city – 055/2441 600
Košice I and IV – 055/2441 555
Košice II and III – 055/2441 326
Košice surroundings – 055/2440 615
Email: ke@upsvr.gov.sk (ÚPSVA TO REPORT A CHILD THREAT) REPORTING LINE
Phone: 0800 191 222 hotline for reporting ABUSE OF THE SOCIAL SYSTEM AND NEGLECT OF CHILDCARE ÚPSVAR - (NONSTOP) Free, anonymous – if requested by the whistleblower

HELP FOR VICTIMS OF VIOLENCE
Phone: 0850 111 321 Language: Slovak
Email: linka@pomocobetiam.sk
Website: http://pomocobetiam.sk
Language: Slovak

POLICE
Phone: 158 (NONSTOP) free of charge

EMERGENCY CALL
Phone: 112 - (NONSTOP) free of charge

Unified European emergency number (Works inevery country and you can be allowed to use it from **Slovakia** and abroad tothe nearest Integrated Rescue System center.)

KOŠICE INFORMATION OFFICE FOR VICTIMS OF CRIME OF THE MINISTRY OF INTERIOR OF THE SLOVAK REPUBLIC
(Mon-Fri 8:00-15:00)
Phone: 055/600 14 45 or 0908 734 961
Email: pomocobetiam@minv.sk free

NATIONAL HOTLINE FOR WOMEN EXPERIENCING VIOLENCE - 0800 212 212 (NONSTOP)

ONLINE PROTECTION:
Slovak National Hotline
https://ochranma.sk/
Languages: English, Slovak

https://kry-sa.sk/ protection against internet monsters. Languages: English, Slovak

https://preventista.sk protection in the online space, the ability to download all documents for free
Languages: English, Slovak

https://bezpecnyinternet.nks.gov.sk/ project is organized by the Ministry of Labour, Social Affairs and Family of the Slovak Republic throughthe National Coordination Centre
Language: Slovak

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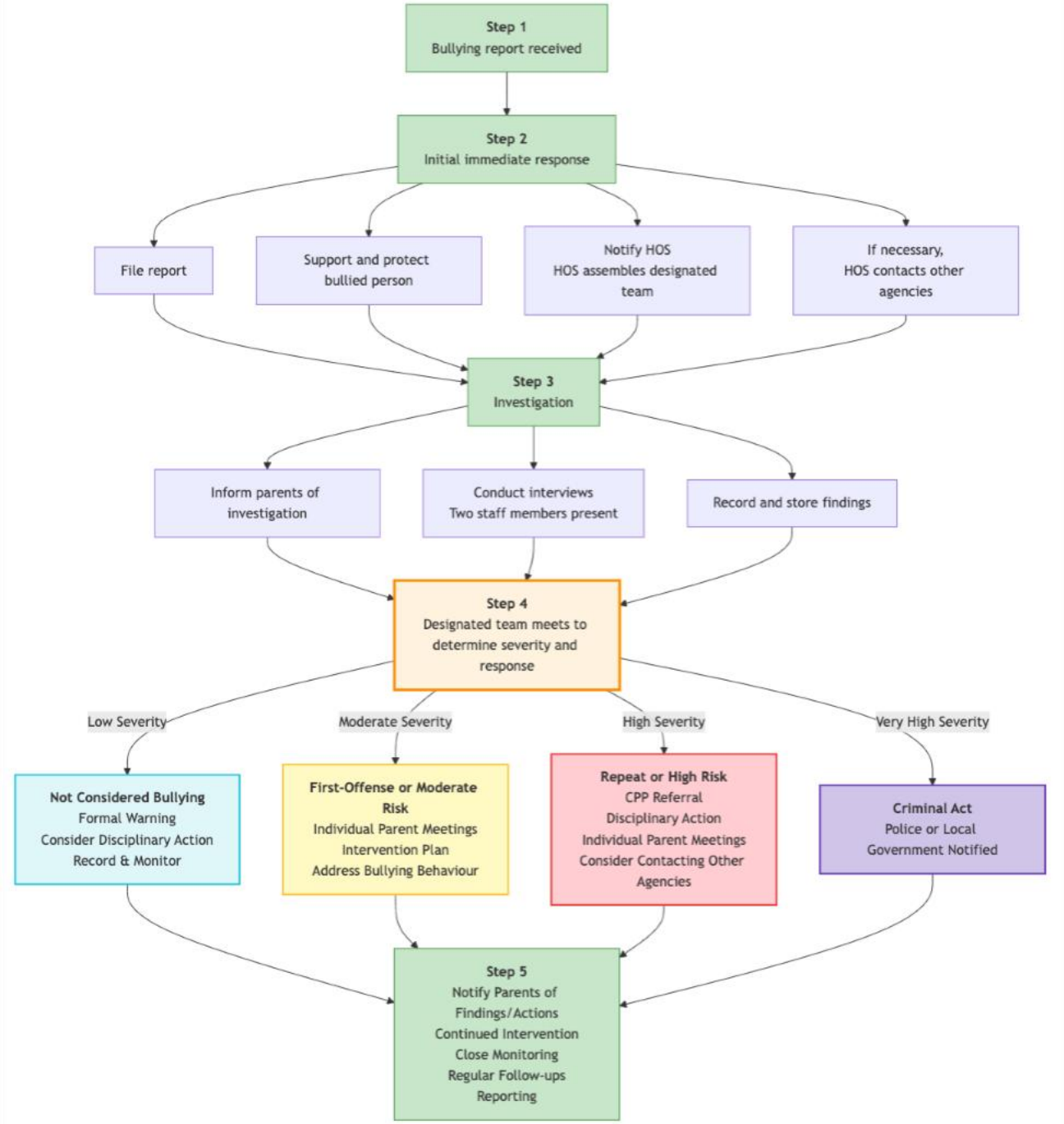
APPENDICES/ PRÍLOHY

BULLYING RESPOND FLOWCHART



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BULLYING INCIDENT REPORT FORM

Date of Incident: _____ **Time of Incident:** _____ **Repeated occurrence? YES NO**

Location of Incident (circle all that apply): Classroom Corridor Toilet Gym Outside School
Canteen (Lunch hall) Assembly Hall Playground Road by the school To/From School Club
After School Care School Sponsored Event Text/Phone/Internet/Social Media
Other:_____

Name of victim(s): **Name of student(s) bullying:** **Name(s) of witnesses/bystanders:**

_____ _____ _____
_____ _____ _____
_____ _____ _____

Type of Bullying (circle all that apply):

☐ **Verbal** - name-calling insulting taunting teasing threatening with physical violence inciting physical violence ordering the bullied person to perform a certain action against his/her will intimidating blackmailing excluding the bullied person from the group
☐ **Physical:** Result in injury? YES NO Reported to adult? YES NO Reported to Police? YES NO
hitting punching shoving kicking tripping over the bullied person throwing objects at her/him/them, hiding, damaging, taking, or destroying the bullied person's belongings
☐ **Psychological/ Emotional Bullying**
Behaviors humiliating ridiculing shaming scorning slandering in his/her absence spreading false information insulting family members or close persons
☐ **Electronic bullying/ cyberbullying** verbal, psychological and emotional bullying carried out in cyberspace - the information photographs audio and/or video recordings posted without
☐ **Serious Bullying that may constitute criminal offence**
bodily harm restrictions on the right to liberty of person robbery extortion serious coercion
coercion violation of domestic liberty sexual violence sexual abuse theft dangerous threats
unauthorised use of another's property damage to another's property dangerous stalking
the production of child pornography distribution of child pornography defamation possession of child pornography and participation in a child pornographic performance

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Reported to school by (circle all that apply): Teacher Student Bystander Bullied person Parent A member of public Anonymous Other: _____

Link: https://forms.office.com/e/CTbhRfcJxk?origin=lprLin

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BULLYING INVESTIGATION – PREVEROVANIE PODOZRENIA ZO ŠIKANOVANIA

Report from the interview with the involved parties - Záznam z rozhovoru s účastníkmi incidentu

Date and time of the interview/ Dátum a čas rozhovoru:

People present/ Prítomní na stretnutí:

Describing the incident/ Opis incidentu:

Exactly where and when did the incident take place? Kedy a kde presne sa incident odohral?
Date/deň..... **Time/**čas..... **Place/**miesto:.....
.....

Describe in your own words what happened? Can you remember exactly what happened or what was said? Opíšte vlastnými slovami, čo sa stalo? Pamätáte si presne, čo sa stalo alebo čo bolo
povedané?.....
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Were there any other students/ pupils around at the time? Boli v tom čase v okolí aj iní študenti/ žiaci?

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.....

Was there an adult around at the time? Bol v tom čase nablízku niekto dospelý?

.....
.....

Do you know the names of the people who were involved in this incident? Poznáte mená osôb, ktoré boli súčasťou tohto incidentu

.....
.....

What were you doing before the incident took place? Čo ste robili pred incidentom?

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.....

What happened next? Čo sa stalo potom?

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.....

Has this happened before? Stalo sa to už niekedy predtým?

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.....

How did it make you feel? Ako pocity to u Vás vyvolalo?/ Čo ste cítili?

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.....
.....

What would you like to happen now? Čo by ste chceli, aby sa stalo teraz?

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.....
.....