

## **ABSTRACT**

The diploma thesis focuses on the collaboration between primary schools and the authority for social and legal protection of children in educating socially disadvantaged pupils. The theoretical part discusses the challenges faced by socially disadvantaged individuals, not only in school and family environments but also in the context of cooperation between elementary schools and social-legal protection authorities, especially in difficult situations. The practical part includes qualitative research conducted through semi-structured interviews with teachers, representing the schools, and social workers, representing the authority of social-legal protection of children. These interviews were analyzed using open coding for content analysis. The thesis aims to describe the cooperation between child protection bodies and primary schools, not just in addressing challenging situations involving socially disadvantaged pupils, but also to identify the challenges in this cooperation and suggest possible improvements. The collaboration usually occurs through telephone communication and educational committees. A major hurdle identified is the lack of feedback from schools, which hinders the effectiveness of the child protection authority. Numerous challenges impede this collaboration, requiring both teachers and social workers to work closely. Regular meetings and information exchange between these institutions are recommended, not only for managing problems but also for preventive measures, to enhance their connection.

## **KEYWORDS**

socially disadvantaged pupil, elementary school, authority of social-legal protection of children, challenging situations, cooperation, family