

CHILD PROTECTION STANDARDS

**AT
THE INTERNATIONAL SCHOOL**



Preamble

Child protection standards are the implementation of a legal obligation to introduce standards for the protection of minors at school (Act of 13 May 2016 on counteracting threats of sexual offences and protection of minors – Journal of Laws of 2024, item 560).

The guiding principle of all actions taken by school employees is to act for the good of the child and in his or her best interest. Each employee treats the child with respect and takes into account his needs. It is unacceptable to use violence against a child in any form. In pursuing these objectives, school employees act within the framework of the applicable law and in accordance with the internal regulations of a given school and their competences.

Chapter I

Glossary/explanation of terms used in the Child Protection Standards document

§ 1.

1. **School** – a unit of the education system, means The International School, where compulsory education is carried out.
2. **Employee** – any person employed in a school on the basis of an employment relationship or a civil law contract, whether paid or unpaid, as well as performing activities for the school, e.g. an apprentice, a volunteer, also if they are a parent or legal guardian of a child.
3. **Principal** – a person managing a unit of the school education system, who is its external representative, the official superior of all school employees, the chairperson of the teaching council, who meets the requirements set out in the generally applicable law and has the competences specified therein. The principal takes care of children and young people studying at school.
4. **Child** – any person under 18 years of age or is a school student.
5. **Guardian of a child** – hereinafter also guardians of a child, means a statutory representative of a child: a parent or guardian; a foster parent; a temporary guardian.
6. **Guardian's consent** – consent means the consent of one of the parents in the case of ordinary, current matters of the child's life (e.g. going on a trip) and the consent of both parents in matters exceeding the scope of ordinary management (examples mostly not related to the school, such as consent to change the place of residence). In matters related to the current affairs of the child's life, in the event of an objection from one of the parents, they should be informed about the need to resolve the case by the family court (in such a

case, the decision of the guardianship court replaces the consent of both parents). The consent of the guardian, foster parent or temporary guardian applies accordingly in these cases.

7. **Child abuse** is any behaviour towards a child that constitutes a prohibited act against him/her. In addition, harm is negligence (intentional or unintentional), act or omission, as well as any result thereof resulting in the violation of the rights, freedom, personal rights of the child and disruption of his or her development.

8. The following basic forms of abuse are distinguished:

a) **Physical violence against a child.** It is an act or omission as a result of which a child suffers actual physical harm or is potentially threatened with it. Harm is the result of an act or omission on the part of a parent, guardian, person responsible for the child, having power over the child or one whom he trusts. We talk about physical violence both in a one-time

b) **Psychological violence against a child.** It is a chronic, non-physical, harmful interaction between a child and the person responsible for them or someone the child trusts. As in the case of physical violence, it includes both actions and omissions. Manifestations of psychological violence include:

- emotional unavailability,
- emotional neglect,
- a relationship with a child based on hostility, blame, denigration, rejection,
- developmentally inappropriate or inconsistent interactions with the child,
- not noticing or not recognizing the child's individuality,
- not seeing or acknowledging mental boundaries between the child and the person in charge,
- inadequate socialization, demoralization,
- situations in which a child witnesses violence.

c) **Sexual violence against a child (sexual abuse of a child).** It is the involvement of a child by an adult or another child in sexual activity. It applies to situations where there is no physical contact (e.g. exhibitionism, verbal harassment - e.g. talking about sexual content inappropriate to the child's age, commenting on the child's appearance and behavior in a sexual way, encouraging contact with pornographic content, *grooming* - strategies of non-sexual seduction of the child with the intention of establishing sexual

contact in the future) and when such contact occurs (situations such as: touching the child, forcing the child to touch the perpetrator's body, sexual intercourse). Any sexual activity undertaken with a child before the age of 15 is a crime. In the case of children, we speak of sexual abuse when there is a relationship of power, care or dependence between the abuser (adult, another child) and the abused (child) due to age or stage of development. Another form of sexual exploitation of children includes sexual exploitation. It is any kind of abuse: actual or attempted abuse of a child's vulnerability, superiority of power or trust - for sexual purposes. Sexual exploitation includes (although not necessary) the financial, social, or political gains from sexual exploitation.

d) **Neglecting the child.** It is a chronic or incidental failure to meet the physical and mental needs of the child. It can take the form of disrespecting the rights of the child, which in turn leads to disorders in the child's health and/or development. Child neglect occurs in the child's relationship with the person obliged to care, raise and protection.

e) **Peer violence** (peer bullying). Peer violence occurs when a child experiences various forms of bullying from peers. It refers to direct actions with the use of communication technologies (e.g. via the internet and mobile phones). Peer violence is observed when a harmful action is aimed at causing pain or harm to someone (intentionality), is systematic (repeatability), and the victim is weaker than the perpetrator or a group of perpetrators. It includes:

- verbal violence (e.g. name-calling, ridicule),
- relational violence (e.g. exclusion from the group, ignoring, setting others against the person, blackmail),
- physical violence (e.g. beating, kicking, pushing, tugging),
- material violence (e.g. theft, destruction of objects)
- cyberbullying/electronic violence (e.g. malicious messages in messengers, posting on a social networking site, posting photos or videos on the Internet ridiculing the victim),
- sexual abuse - touching intimate parts of the body or forcing sexual intercourse or other sexual acts by a peer,
- violence conditioned by norms and stereotypes related to gender (e.g. violence in romantic relationships between peers), origin, nationality, sexual orientation, religion or other characteristics.

9. **Person responsible for child protection standards** – a pedagogical employee appointed by the principal, supervising the correct application of child protection standards in the school and their validity. In the event of absence, another person indicated to replace in this position.
10. **Person responsible for receiving reports** – an employee or several pedagogical or non-teaching staff who enjoy the trust of children, appointed by the principal responsible for receiving reports of events threatening the child. In the event of absence, another person indicated to replace in this position.
11. **Person responsible for conducting interventions** – the principal or a pedagogical staff appointed by the principal responsible for undertaking interventions within the school and before the competent bodies or institutions. In the event of absence, another person indicated to replace in this position.
12. **Person responsible for providing support to the child** – a pedagogical employee appointed by the principal responsible for developing a support plan for the child after the abuse is revealed and monitoring its implementation. In the event of absence, another person indicated to replace in this position.
13. **Intervention register** – documentation containing a register of incidents or events that have been disclosed or reported that threaten the welfare of the child, including:
 1. Reporting with the notifying person,
 2. The person(s) suspected of harming (child's guardian, employee, other child, other person),
 3. Type of intervention undertaken (notification of a possible crime, request for insight into the family's situation, initiation of the Blue Card procedure),
 4. Date of intervention,
 5. Documents produced during the intervention (m.in. memos, intervention cards, copies of notifications/requests sent to the competent services).
14. **Child's personal information** – any information that identifies a child, including their name and image.

The school at 2 Jagielska St. cooperates with:

1. Psychological and Pedagogical Counselling Centre No. 19
3 Eugeniusza Lokajskiego St.
02-793 Warsaw
Mobile 513 905 022

2. District Court of Warsaw
82 Marszałkowska St.
00-517 Warsaw
3. Ursynów Police Station
7 A. Janowskiego St.
02-784 Warsaw
Mobile: 47 723 06 00

The school at 34 Działkowa St. cooperates with:

1. Psychological and Pedagogical Counselling Centre
30 Wojska Polskiego St.
05-500 Piaseczno
Phone number / Faks: 22 756 44 55
2. District Court in Piaseczno
14 Kościuszki St.
05-500 Piaseczno
Phone number: (22) 70 37 800
3. District Police Headquarters in Piaseczno
3 Kościelna St.
05-500 Piaseczno
Emergency: 112
Phone number: 47 72 45 213

The school cooperates and informs the children staying there about the possibility of obtaining help:

1. Ombudsman
2. Ombudsman for children, including the helpline he runs 800 12 12 12
3. Helpline for children and adolescents 116 111

Chapter II

Recognizing and responding to risk factors for child abuse

§ 2.

Child Protection Standards

1. The school takes measures to prevent child abuse, in particular by:
 - a) establishing rules for responding to risk factors and symptoms of harm,
 - b) establishing safe recruitment policies,
 - c) ensuring that employees are properly prepared through training,

- d) determining the scope of employees' responsibilities,
 - e) establishing rules for safe relations between employees and children and between children themselves.
2. Employees have adequate knowledge of risk factors and symptoms of child abuse, and as part of their duties, they pay attention to their occurrence.
 3. If risk factors are identified, the school's pedagogical staff starts a conversation with the child's guardians, providing information about the available support offer, motivating them to seek help from other institutions working for the benefit of children. The steps taken should be documented in accordance with the method adopted at the school.
 4. Employees are attentive to the situation and well-being of the child.

§ 3.

Rules for recruiting employees

1. Before employing a person in a school or establishing cooperation in another form and entrusting them with duties/activities consisting in working with a child, it is necessary to determine the qualifications of this person, determine whether he or she is competent to work with a child in the scope of the activities undertaken, and exclude the risk of a threat to the welfare of children and their safety.
2. During the recruitment process, you should obtain from the candidate:
 - a) personal data such as name(s) and surname, date of birth, contact details, confirmed by an identity document check;
 - b) information on: education, professional qualifications, employment history (does not apply to childminders performing activities for the school resulting from their generally accepted involvement in the life of the school/class).
3. In order to obtain additional information, the school may ask the candidate to provide references from previous places of employment (from the previous employer) or to indicate contact in order to obtain references. Failure to submit the above-mentioned document must not have negative consequences for the candidate.
4. Before establishing cooperation with a given person, the school is obliged to check whether the person is entered in the Register of Sexual Offenders A printout from the Register is kept in the employee's personal file at the school office.

5. The person referred to in paragraph 1 submits to the employer information from the National Criminal Register in the scope of offences specified in Chapters XIX and XXV of the Penal Code, in Articles 189a and 207 of the Penal Code and in the Act of 29 July 2005 on Counteracting Drug Addiction (Journal of Laws of 2023, item 172 and of 2022, item 2600), or for the corresponding offences as defined in the provisions of foreign law.
6. A person referred to in paragraph 1, who is a citizen of a country other than the Republic of Poland, also submits to the employer information from the criminal register of the country of citizenship obtained for the purposes of professional or voluntary activity related to contact with children.
7. The person referred to in paragraph 1 shall submit to the employer a statement on the country or countries in which he or she has resided in the last 20 years, if these are countries other than the Republic of Poland and the country of citizenship, and at the same time submit to the employer information from the criminal records of these countries, obtained for the purposes of professional or voluntary activities related to contact with children.
8. If the law of the country referred to in paragraph 6 or 7 does not provide for the issuing of information for the purposes of professional or voluntary activities related to contact with children, information from the criminal record of that country shall be submitted.
9. If the law of the country from which the information referred to in paragraphs 6 and 7 is to be submitted does not provide for its preparation or no criminal record is kept in a given country, the person referred to in paragraph 1 shall submit to the employer a statement of this fact, together with a statement that he or she has not been legally convicted in that country for prohibited acts corresponding to the offences specified in Chapters XIX and XXV of the Penal Code, in Articles 189a and 207 of the Penal Code and in the Act of 29 July 2005 on Counteracting Drug Addiction, and no other ruling has been issued against her stating that she has committed such prohibited acts and that she is not obliged by a decision of a court, other authorized body or law to comply with the prohibition on holding any or specific positions, perform any or specific professions or activities related to upbringing, education, leisure, treatment, provision of psychological counseling, spiritual development, sports or other interests by minors, or care for them.
10. The declarations referred to in paragraphs 7 and 9 shall be made under pain of criminal liability for making a false statement. The person making the statement is obliged to include the following clause in it: "I am aware of the criminal liability for making a false statement". This clause replaces the instruction of the authority on criminal liability for making a false statement.

11. A person accepted for a position related to working with children must submit the following statements:
 - a) declaration of familiarization with child protection standards and obligation to comply with them – Appendix No. 5;
 - b) declaration of familiarization with the Principles of Safe Relations and commitment to comply with them – Appendix No. 5;
 - c) declaration on countries of residence in the last 20 years, other than the Republic of Poland – Appendix No. 6;
 - d) declaration of no criminal record for crimes against children (if, for important reasons, the applicant cannot provide information on no criminal record from national criminal records) – Appendix No. 7.
12. The declarations are included in the employees' personal files.
13. Lack of consent to sign any of the documents mentioned in paragraph 11 above will prevent the establishment of any legal relationship with this person (conclusion of an employment/cooperation agreement).

§ 4.

Principles of safe relations between school employees and children

1. The employee knows and applies the principles of safe relations between employees and children established at school .
2. The guiding principle of all actions taken by each employee is to act for the good of the child and in his or her best interest.
3. Treat the child with respect and take into account the child's dignity, needs and right to privacy.
4. It is unacceptable to use violence against a child in any form.
5. It is unacceptable to establish any sexual, romantic or partner relationships with the child.
6. It is unacceptable to record the image of a child (filming, voice recording, photography) for the employee's private needs.
7. Each contact with the child is open (i.e. known to the superior) and results from the performance of tasks and official activities.
8. It is unacceptable to maintain contacts based on providing financial or material gratification resulting from the use of physical advantage, power or dependence of a child, and the intention of which is the satisfaction or fulfillment of the employee's needs.
9. A teacher can accept symbolic gifts, such as flowers or chocolates, in connection with occasions (e.g. the end of the school year, Teacher's Day). However, he cannot accept

larger gifts, money or gift cards that could suggest a financial benefit in exchange for, for example, better grades.

10. Care should be taken to ensure that each message or action taken towards the child is adequate to the situation, to the child's level of development and individual psychophysical abilities, safe, justified and does not result in unequal treatment of the child in relation to other children, including favoritism.
11. The involvement of children in their activities should be appreciated.
12. The principles of safe relations between employees and children apply to every employee, as well as to every person who has contact with children under the care of the school, if this contact takes place with the consent of the school and/or on its premises.
13. A detailed description of the principles of secure relationships is provided in Appendix 1 to the standards. The detailed description of the principles of safe relations sets out in particular the:
 - a) Communication with children;
 - b) Activities with children;
 - c) Physical contact with children;
 - d) Out-of-hours contacts, including online contact.

§ 5.

Principles of safe relationships between children

1. Employees know and monitor the application of the principles of safe child-child relations established at school.
2. The content of the principles of safe child-child relations should be developed with the participation of children and taking into account the specificity of the school and the needs of the children staying there..
3. Children attending school know and apply the principles of safe child-child relationships.
4. The content of the rules for safe relations between children can be changed at any time at the request of children and always with their participation.
5. Evaluation and verification of the principles of safe relations between children is carried out as needed, but at least once every two years.
6. A detailed description of the principles of safe child-child relations is provided in Appendix 2 to these Standards. The detailed description of the rules for safe relations between children specifies in particular:

- a) Rules of communication between children;
- b) Prohibition of violence in any form;
- c) Ways of resolving conflicts (with an emphasis on peer mediation))
- d) Respect for other people's property, privacy and space;
- e) The principles of equal treatment, respect for diversity, individual identity and expression.

§ 6.

Taking into account the situation of children with special educational needs

1. The school takes into account the situation of children with special educational needs in a manner adapted to the needs of children staying on the premises of the school or under its care, in particular by:
 - a) treating each child with due respect, not discriminating against them on the basis of any characteristics, including special needs, disability, race, sex, religion, color, national or ethnic origin, language, sexual orientation, medical condition, age, ability, political belief or social status,
 - b) showing concern for all children for their well-being and development,
 - c) the use of universal project, reasonable adaptation and modification to ensure equal access for persons with special educational needs,
 - d) searching for and implementing methods of pedagogical work, based on scientific evidence, most adequate to the identified individual developmental and educational needs of children,
 - e) engaging the family and local environment in the development of children.
2. Each school employee underwent training in first aid in accordance with the applicable law.
3. Any assistance provided to a child with special educational needs is provided in accordance with the applicable law and takes into account the best interests of the child.
4. The task of employees is to identify situations, including special needs of the child, in order to enable the implementation of tasks of which the child is the beneficiary. Information about the child provided by the child's guardians is taken into account. The legitimacy and scope of the collection and processing of the obtained data are determined by separate regulations. In particular, the:
 - a) cognitive, emotional and social functioning with particular emphasis on the specificity of the child's disability,

- b) conditions and methods necessary to meet the child's basic needs (physiological, including sensory, psychophysical, including the need for safety, etc.) and the consequences of their deprivation,
 - c) ways of regulating emotions by a child,
 - d) how you react to the physical proximity of others,
 - e) the child's way of communicating (language, specific communication aids and their type),
 - f) Other factors important for the child.
5. If the possibility of a high risk of difficult behaviors, including aggressive and self-aggressive behaviors, or problematic sexual behaviors is determined:
- a) risk assessment **is carried out** (the factors that may trigger such reactions shall be carefully identified);
 - b) an individual intervention procedure **is developed**, in cooperation with caregivers, based on the child's needs/characteristics, i.e. first by developing a catalogue of ways to prevent the occurrence of a given difficult behaviour, as little as possible aversive, proactive, based on building a relationship based on respect and trust;
 - c) then non-aversive response strategies **are proposed** (non-aversive procedures are those aimed at reducing emotional tension, protecting the child and others involved in the behavior).
6. An individual approach to children with diverse educational and developmental needs also includes:
- a) developing an understandable form of mutual communication – in the language/manner of communication used by the child – adapted to the child's psychological and physical abilities and enabling the child to express his or her will, including acceptance or objection, to certain activities/behaviors, if justified using alternative or supportive methods of communication,
 - b) providing the child with knowledge about their rights and obligations and the possibilities of obtaining help in an understandable way, making sure that the message is clear and transparent to them,
 - c) familiarizing the child in a way that is understandable to the norms and rules in force at school and the consequences of violating them for all parties,
 - d) conveying to the child in a way that is understandable to him how he should behave in situations that threaten safety,

- e) conveying to the child in a way that is understandable to the child what behaviors constitute violating the boundaries of privacy/intimacy of others, what behaviors harm others and what causes pain and suffering to others,
- f) ensuring that the reaction of an adult does not result in a negative attitude of other children towards the child for whom the intervention was undertaken - all children participating in the incident, including its witnesses, should be protected,
- g) counteracting any form of ridicule, discrimination, humiliation, intimidation, slander, exclusion of a child or any other form of psychological, physical or sexual violence. Any such situation observed in particular between children should be responded to immediately,
- h) according to the needs and circumstances, it is advisable to conduct psycho-educational and preventive classes aimed at counteracting any discrimination and violence and sensitizing children to the right of every person to respect for their dignity,
- i) providing information to caregivers about existing problems and cooperating with them in this regard,
- j) supporting the child in self-service activities – if it is necessary to support the child in the implementation of self-service and hygienic activities due to the level of his/her functioning, this should be done using the least intrusive form of support possible, and at the same time striving to gradually make the child independent of the help of other people in this respect, if possible. When providing support to a child, it should be done in such a way that it does not result in discomfort, humiliation or ridicule by other people. Support should be done in a secure manner, with privacy, and with the possibility of control by other employees.

7. The following employee behaviors are unacceptable:

- a) discussing the child's situation, including his or her family situation, health, etc., in the presence of unauthorized persons,
- b) depreciating comparisons with other people,
- c) isolation in a closed room, holding doors, restricting movement by tying; the use of direct coercion is possible only in the event of the occurrence of premises resulting from the Act of 19 August 1994 on the protection of mental health (Journal of Laws of 2022, item 2123, as amended) and in accordance with the provisions of this Act,
- d) deliberately provoking the occurrence or escalation of difficult, undesirable behaviors in the child,
- e) replacing or supervising the child beyond the necessary level, m.in. during self-service and hygienic activities,

- f) disregard or superficial and inattentive treatment of the child's need for support and help,
 - g) passive attitude of employees in terms of care for the development and protection of the child in the event of a threat to its well-being.
8. The school adopts a "Procedure for responding in the event of difficult, aggressive or violent behaviour on the part of a child", the aim of which is to ensure the safety of all children and adults at school in the event of a threat to the safety, health and life of these people.
9. **Scope of application of the procedure:**
- a) violation of the physical integrity of others;
 - b) psychological violence, violation of personal dignity;
 - c) fights, beatings;
 - d) creating a threat to the health and life of oneself and others;
 - e) threats of violence;
 - f) handling a dangerous object;
 - g) destruction of property.
10. **Responsibilities:**
- a) each employee may notice or be informed about the occurrence of the above-mentioned acts of violence;
 - b) each employee is obliged to react in a situation of violence (being a witness to the event or a person informed about the event), i.e. to try to stop the situation, ensure the safety of people: witnesses, the abused person, the abuser – their isolation;
 - c) The application of the response procedure is carried out with the notification of the person designated to intervene, who will then deal with the case as a whole, or another decision-making person (e.g. principal, specialist).

§ 7

Dissemination of knowledge about standards of protection of minors

1. School staff receive training in child protection, organized with regard to their role in the school.
2. People working with children undergo specialist training, taking into account the scope of responsibility for the children under their care.
3. Training activities focus in particular on:
 - a) child protection standards (applicable policies and procedures),
 - b) expanding skills in recognizing risk factors and symptoms of child abuse,
 - c) counteracting violence, including the ability to resolve conflict situations.

4. The school initiates and conducts educational activities in the area of protecting children from abuse (e.g. in the form of information leaflets, posters, workshops) addressed to children (in a manner adapted to their age, perception and cognitive abilities) and their guardians, in particular on the subject of:
 - a) ways of avoiding and responding to threats in contacts with adults and peers,
 - b) the principles of safe relationships with peers, desirable attitudes in contacts between children, the ability to solve conflict situations (based e.g. on peer mediation)
 - c) access to information where they can seek help,
 - d) safe use of the internet and digital platforms, including social media,
 - e) image protection rights.
5. Ensure that children know that they have the right and opportunity to speak to the person responsible for their protection or another trusted person from the school who will take steps to support the child in question with respect for their privacy, if:
 - a) they have any problem, fear, or experienced violence, including behavior that violates safe relationships from school staff, another child, a childminder, another close person, or any other person,
 - b) witnessed inappropriate, incomprehensible or unclear behavior, including as indicated in the Safe Relations Rules towards another child by school employees, another child, the child's guardian, another close person, or any other person.
6. The development of a schedule of training and educational activities is coordinated by the person responsible for child protection standards at school.
7. Training in the scope mentioned in paragraph 3 above covers every newly recruited employee and every employee working with children once a school year.
8. Workshops and classes for children and their child's guardians listed in paragraph 4 are conducted at least once in a given school year.

§ 8

Responsibilities of persons responsible for the introduction of Child Protection Standards and the Implementation of Child Protection Standards

1. Responsibilities of the principal:
 - a) taking care of creating a safe environment in the school or institution;
 - b) designate persons responsible for:
 - child protection standards,
 - online safety,

- accepting reports,
 - conducting interventions,
 - providing support to the child;
 - delegating tasks and responsibilities related to the implementation of child protection standards at school,
2. The person responsible for child protection standards at The International School is:
 - a. school at Jagielska Street - Ms. Aneta Józwiaczuk
 - b. school at Działkowa Street - Ms. Zofia Piersa-Poddębniak
 3. The person responsible for Internet security at The International School is Mr. Rafał Grabowski.
 4. The person responsible for accepting reports at The International School is:
 - a. school at Jagielska Street - Ms. Aneta Józwiaczuk
 - b. school at Działkowa Street - Ms. Zofia Piersa-Poddębniak, Aleksandra Rydel, Anna Perkowska, Anna Kerdelewicz, Kelly Sheets
 5. The person responsible for conducting interventions at The International School is:
 - a. school at Jagielska Street - Ms. Wioleta Szymusiuk-Poreda
 - b. school at Działkowa Street - Ms. Zofia Piersa-Poddębniak, Katarzyna Wierzbicka
 6. The person responsible for providing support to the child at The International School is:
 - a. school at Jagielska Street - Ms. Wioleta Szymusiuk-Poreda
 - b. school at Działkowa Street - Ms. Zofia Piersa-Poddębniak, Aleksandra Rydel, Anna Perkowska, Anna Kerdelewicz, Kelly Sheets
 7. The person responsible for delegating tasks and responsibilities related to the implementation of child protection standards in The International School is:
 - a. school at Jagielska Street - Ms. Weronika Starnes
 - b. school at Działkowa Street - Ms. Katarzyna Wierzbicka
 8. The responsibilities **of the person responsible for child protection standards** include:
 - a) care for making child protection standards available on the school's website and on its premises;
 - b) preparing school employees to apply standards for the protection of children before starting work or after changes to these standards;
 - c) coordinating educational activities, preparing a training schedule;
 - d) cooperation with other persons designated in the implementation of the Child Protection Standards;

- e) keeping records of school employees who have become familiar with the Standards for the protection of children before starting work or after making changes to these Standards;
 - f) review of the Child Protection Standards in consultation and cooperation with the principal, school staff, children and their guardians;
 - g) monitoring the implementation of guidelines contained in child protection standards, planning the evaluation of standards and updating them.
9. The **Internet Safety Coordinator** is responsible for:
- a) guidelines for safe navigation of the Internet through:
 - development of internal regulations on the safe use of ICT networks, including the Internet (hereinafter: principles of safe use of the Internet) to be read in physical form, on the school's website or its acceptance at the time of connecting the device to the network - Appendix No. 8;
 - presenting the principles of safe use of the Internet to children, employees and guardians of children and informing in the event of any updates to the above-mentioned regulations;
 - development of a one-page information on threats and solutions for ensuring safe conditions for using the Internet through personal devices addressed to guardians of children.
 - safe conditions for using the Internet on school devices by:
 - determining the scope of blocking access to illegal, harmful and age-inappropriate content;
 - installation and regular (at least once a month) update of software blocking access to illegal, harmful and age-inappropriate content for children and updating the operating system of devices;
 - evaluation (at least once a year) of whether the security and blocking software and the set scope is adequate to the needs of children and the changing Internet environment;
 - checking (at least once a month) whether there is illegal, harmful and age-inappropriate content on the school's devices;
 - b) Organization of regular (at least once a year) meetings with children devoted to the principles of safe use of the Internet.
10. The person **responsible for receiving reports** is responsible for:
- a) receipt of a notification on the occurrence of a risk factor for the child's welfare;

- b) receiving a report about revealing symptoms of child abuse; disclosed or reported incidents or events threatening the welfare of the child,
 - c) receiving a report on suspected or improper sharing, dissemination or use of a child's image or problems revealed in this regard;
 - d) forwarding the report to the person responsible for intervention and the school principal or when the child's health or life is directly threatened - immediately informing the police;
11. The person **responsible for conducting the intervention** is responsible for:
- a) documenting reports, verifying them and informing the principal about the results of the arrangements made;
 - b) initiation of intervention;
 - c) initiation of the "Blue Card" procedure in the event of suspected domestic violence;
 - d) notification of the guardianship court;
 - e) filing a report on the suspicion of committing a crime to the detriment of a minor;
 - f) keeping a register of interventions. The intervention register should be kept in a properly secured metal cabinet, which can be accessed by the person responsible for keeping the intervention register and the school principal.
12. The person **responsible for providing support to the child** is responsible for:
- a) developing a child support plan, including cooperation with the homeroom teacher, psychologist, school counsellor and childminder;
 - b) supporting the child according to the following rules:
 - taking care of the child's safety, e.g. isolating perpetrators of abuse,
 - taking care of the child's well-being and addressing their current needs (including basic physiological needs));
 - looking at risk factors for harm and taking preventive measures;
 - showing kindness, trust, interest in their well-being and support in returning to activity;
 - referring the child and/or his/her guardians adequately to the needs to institutions offering: counselling, psychological consultations, addiction therapy, interventions for perpetrators of violence, support groups, parenting skills workshops (these will be institutions such as, e.g. others, psychological and pedagogical counselling centers, psychological and psychotherapeutic care centers for children and young people, social welfare centers or local non-governmental organizations);
 - c) monitoring the support provided to the child;
 - d) possible modifications of the support plan depending on the needs.

Chapter III

Intervention procedures in the event of suspected child abuse

§ 9

1. Threats to children's safety can take various forms and use different ways of contact and communication.
2. For the purposes of this document, the following classification of child safety hazards has been adopted:
 - a) a crime against a child has been committed (e.g. sexual abuse, child abuse),
 - b) there was another form of harm that is not a crime, such as domestic violence that does not meet the characteristics of a crime of abuse, shouting, humiliation, ridicule, spanking, pressure and demands beyond the child's capabilities,
 - c) the child's vital needs were neglected (e.g. related to nutrition, hygiene or health)).
3. For the purposes of this document, the procedures for intervention in the event of suspected child detriment by the:
 - a) adults (employees, third parties);
 - b) childminders;
 - c) another child.
4. The intervention procedures are formulated in such a way as to support employees in fulfilling their legal and social obligation to respond to situations of suspected child abuse.
5. The aim of the intervention is to stop the abuse of the child and ensure his or her safety.

§ 10

1. If an employee suspects that a child is being abused, or if the child or the child's guardian reports such a circumstance, the employee is obliged to prepare a memo and submit it to the person responsible for receiving reports or directly to the person responsible for conducting the intervention. The note can be made in writing or sent via email.
2. The person responsible for conducting the intervention immediately notifies the principal of the receipt of the notification and the commencement of an intervention adequate to the notification.

3. If harm is reported by the person designated to conduct the intervention, then the intervention is conducted by the principal.
4. If abuse has been reported by the school principal and no other person has been appointed to conduct the intervention, then the actions described in this chapter are taken by the person who noticed the abuse or to whom the suspicion of abuse was reported with the knowledge of the body administering the school and the body exercising pedagogical supervision over the school.
5. Specialists, in particular psychologists and educators, can be allowed to participate in the intervention, especially to help in talking to the child about difficult experiences.
6. The person responsible for conducting the intervention informs the child's guardians about the situation and the obligation to report the suspicion of child abuse to the appropriate institution (prosecutor's office/police or family or guardianship court, social welfare center).
7. If informing the child's guardian is contrary to the child's best interests or impossible, this is waived.
8. After informing the guardian who is not the perpetrator of violence in accordance with the preceding point, the person responsible for conducting the intervention submits a notification of suspicion of committing a crime to the prosecutor's office/police or a request for insight into the family's situation to the district court, family and juvenile division, social welfare center or initiates the "Blue Card" procedure in accordance with the Act of 29 July 2005 on counteracting domestic violence (Journal of Laws of 2024, item 424, as amended).
9. The further course of proceedings is within the competence of the institutions indicated in the preceding point.
10. An intervention card is drawn up from the course of each intervention, the model of which is attached as Appendix 7 to these Standards. The card is attached to the register of interventions kept by the school.
11. All persons who, in connection with the performance of their professional duties, have received information about child abuse or information related to it, are obliged to maintain confidentiality, excluding information provided to authorized institutions as part of intervention activities.
12. If the suspicion of a threat to the child's safety has been reported by the child's guardians and this suspicion has not been confirmed, the child's guardians should be informed about this fact in writing.

§ 11

If it is suspected that the child's life is in danger or is at risk of serious damage to health, the appropriate services (police, ambulance, social welfare center) should be immediately informed by calling 112 or 999 (ambulance). The services are informed by the employee who first became aware of the threat and then prepares a memo and forwards it to the person responsible for conducting the intervention, who is responsible for the further course of the intervention, in accordance with the procedures described in the standards.

§ 12

Abuse by an adult (employee or third party)

1. If the child has been reported to have been abused by a third party, the person responsible for conducting the intervention conducts interviews: with the child in the presence of a psychologist, with other persons who have or may have knowledge about the incident and the child's personal (family, health) situation, and in particular with the child's guardians. The person responsible for conducting the intervention tries to determine the course of the event, but also the impact of the event on the child's mental and physical health. The findings are written down in the intervention card.
2. The person responsible for conducting the intervention organizes a meeting(s) with the child's caregivers, to whom he or she provides information about the event, possible intervention and the need/possibility of using specialist support, including from other organizations or services.
3. If a crime has been committed against a child, the person responsible for conducting the intervention prepares a notification of the possibility of committing a crime and forwards it to the locally competent police or prosecutor's office.
4. If the conversation with the guardians shows that they are not interested in helping the child, ignore the incident or otherwise do not support the child who has experienced abuse, the person responsible for conducting the intervention prepares an application for insight into the family's situation, which is submitted to the competent family court.
5. If child abuse by employees is reported, depending on the situation (legal qualification), a report is made to the appropriate services in accordance with the applicable law. Until the case is clarified, an employee suspected of child abuse, which is a prohibited act within the meaning of Polish law, is removed from all forms of contact not only with the victim, but also

with other children. In other situations, the school principal takes disciplinary action in accordance with the law and the rules in force at the school.

6. If a school employee has committed non-criminal abuse of a child (e.g. shouting, exclusion, humiliation), the person responsible for conducting the intervention should examine all the circumstances of the case, in particular listen to the person suspected of harming, the child and other witnesses of the incident. In a situation where the violation of the best interests of the child is significant, in particular when there has been discrimination or violation of the dignity of the child, it is necessary to consider the implementation of appropriate disciplinary procedures, including the termination of the legal relationship (termination of the employment contract, civil law contract, internship or volunteer contract) with the person who committed the abuse, or recommend such termination to the superiors of this person. If the person who committed the abuse is not directly employed by the school, but by a third party, then it should be recommended that the person be prohibited from entering the school premises and, if necessary, terminate the contract with the cooperating institution.

§ 13

Abuse by the child's guardian

1. If the child is reported to have been abused by the caregiver, the person responsible for conducting the intervention conducts an interview with the child in the presence of a psychologist. The person responsible for conducting the intervention should also talk to other people who have or may have knowledge about the incident and the child's personal (family, health) situation. The person responsible for conducting the intervention tries to determine the course of the event, but also the impact of the event on the child's mental and physical health. The findings are written down in the intervention card.
2. If a crime has been committed against a child, the person responsible for conducting the intervention prepares a notification of the possibility of committing a crime and forwards it to the locally competent police or prosecutor's office.
3. If a child suffers a form of harm other than committing a crime to his or her detriment by guardians or other household members:
 - a) if the behaviour towards the child meets the characteristics of domestic violence, the Blue Card procedure should be initiated by sending the "Blue Card – A" form to the head of the interdisciplinary team competent for the residence of the person experiencing domestic violence within 5 days. If a child suffers violence from a child

- another family member (siblings, extended family), the "Blue Card" procedure can be initiated in relation to the guardian who does not react to the child's abuse.
- b) when the behaviour does not bear the hallmarks of domestic violence and the relations in the family are otherwise incorrect (e.g. the parents are pedagogically inefficient) – or when the child experiences negligence, it is necessary to apply to the family court competent for the child's place of residence for insight into the family's situation.
4. The person responsible for conducting the intervention organizes a meeting(s) with an adult family member who is not the perpetrator of the abuse, to whom he/she provides information about the event, possible intervention and the need/possibility to use specialist support, including from other organizations or services.
 5. In the course of the Blue Card procedure, the person who knows the child best (homeroom teacher/subject teacher) participates in the work of the diagnostic and support group, if he or she is asked to participate in its work.
 6. In the event of a threat to the child's life and health, the police and the social welfare center are notified, and then relatives who could temporarily take over the child's care are determined.

§ 14

Peer abuse

1. If there is a suspicion of child abuse by another child at school, the person responsible for conducting the intervention conducts an interview with the child suspected of abuse and his/her guardians, as well as separately with the child subjected to abuse and his/her guardians. In addition, he talks to other people who have knowledge of the incident. During the talks, it is necessary to try to determine the course of the incident, as well as the impact of the event on the mental and physical health of the abused child. The findings are written down in the intervention card. Separate intervention cards are prepared for the abusing child and the abused child.
2. Together with the guardians of the abusing child, a remedial plan should be developed in order to change undesirable behaviors. It is recommended to use the support of institutions located in the area of the school's operation.
3. During the interviews, it is necessary to make sure that the child suspected of harming another child is not harmed by caregivers, other adults or other children. If such a circumstance is confirmed, intervention should also be taken in relation to this child.

4. If the abusing child is not a school student, it is necessary to talk to the child being abused, other people who have knowledge about the incident, as well as the guardians of the abused child in order to determine the course of the incident, as well as the impact of the event on the child's mental and physical health. The person responsible for conducting the intervention organizes a meeting(s) with the child's guardians, to whom he or she provides information about the incident and the need/possibility of using specialist support, including from other organizations or services, and about the ways of responding to the event (informing the family court, informing the school, informing the guardians of the abusive child).
5. If the conversation with the guardians shows that they are not interested in helping the child, ignore the incident or otherwise do not support the child who has experienced abuse, the person responsible for conducting the intervention prepares an application for insight into the family's situation, which is submitted to the competent family court.
6. If the person suspected of abusing is a child between the ages of 13 and 17 and his or her behaviour is a criminal offence, the competent local family court or the police must also be informed by means of an appropriate written notification.
7. If the person suspected of abusing is a child over 17 years of age and his or her behaviour constitutes a crime, then the competent local police or prosecutor's office unit should be informed by a written notification.
8. If the person suspected of abuse is a child between the ages of 10 and 13, then it is necessary to notify the family court or the police about the potential demoralization of the minor.
9. If the person suspected of abusing is under 10 years of age, external intervention is launched when activities inside the school do not bring the expected result or are not possible to implement. In such a situation, the school should apply to the family court for insight into the situation of the child who is the perpetrator of peer violence.

§ 15

Support Plan

1. In the case of a child subjected to abuse, the person responsible for providing support to the child develops an individual support plan. The plan should include indications on the school's activities to ensure the child's safety, including:
 - a) ways to isolate him from people suspected of harming him and the possibility of free functioning,
 - b) offer of support that can be obtained on the school premises,

- c) refer the child to another institution, if necessary. The list of places where to refer a guardian of a child in need of support for himself and the child is attached as Appendix No. 3
2. The support plan should be developed with the pedagogue, psychologist, homeroom teacher and the child's guardians and discussed with the child. If the guardian is a person who harms the child, then the plan should be developed in consultation with the child's non-offending guardian.
3. An adequate support plan should be developed for children who witness abuse.

Chapter IV

Principles of safe use of the Internet

§ 16

1. When providing children with access to the Internet, the school is obliged to take measures to protect children from access to content that may pose a threat to their proper development.
2. The risks associated with the use of the Internet and electronic media by children are considered to be:
 - a) access to illegal content, e.g. child sexual abuse material, hard pornography material, racist and xenophobia content, other illegal content against the safety of children, for example: promotion or praise of pedophilic behaviour, material that records the image of a naked person or a person in the course of a sexual act using violence, unlawful threat or deception, or distributed without its consent, pornographic content made available to a child, grooming of a child under 15 years of age via the Internet, the so-called child grooming, the phenomenon of sexual blackmail (also referred to as "sextortion").
 - b) access to harmful and inappropriate content, which includes e.g.
 - Content depicting violence, physical harm,
 - content depicting graphic scenes, death, cruelty to animals,
 - content calling for self-destructive actions (self-harm, starvation, suicide, use of harmful substances, including psychoactive substances not clearly identified as drugs, etc.),
 - content inciting violence, crime, radicalization (including cults) and extremism,

- patostreams,
 - Discriminatory content
 - pornographic content, etc.
- c) access to harmful and inappropriate online contacts and online services, resulting in, e.g. others, peer pressure, cyberbullying, grooming, sexual blackmail, sexual activity as a source of income for minors, online gambling, access to age-inappropriate advertising, access to age-inappropriate social media,
 - d) access to harmful and risky behaviors resulting in m.in. taking up online challenges, sexting, exerting pressure, using violence with the use of information and communication technologies.
3. By providing children with access to the Internet using its own Wi-Fi network (or in another way), the school takes measures to block access to illegal, harmful and inappropriate content for the child. Therefore, it is necessary to:
 - a) determine the extent to which illegal, harmful and inappropriate content for children is protected and blocked;
 - b) select specific software (including, for example, antivirus software, parental control tools, user activity monitoring tools, etc.);
 - c) install security and blocking software;
 - d) update the software referred to in point c;
 - e) Before allowing personal devices to join the school's Wi-Fi network, establish a closed network with a password and the need to accept the regulations before connecting the device.
 4. The condition for allowing a child to use the school's equipment is that they become familiar with the rules of safe use of the Internet. Efforts are made to ensure that the familiarization process is effective and meets the needs of children.
 5. The school provides educational materials on the principles of safe use of the Internet (e.g. by posting them on the website, making them available to parents and children in printed form, etc.)
 6. The regulations for safe use of the Internet at school are attached as Appendix No. 9.

§ 17

Actions against the act/event – case report, determination of the circumstances of the event, securing evidence and post-intervention monitoring

1. In the event of disclosure of illegal, harmful or age-inappropriate content, or in the event of incidents affecting the safety of children related to the use of the Internet, the following actions should be taken:
 - a) Each report/case of disclosure of harmful or inappropriate content should be recorded, analyzed and properly documented. The analysis of the incident should include a detailed description of the incident, an indication of the persons involved and/or actions taken to identify the perpetrator, and materials documenting the incident. The securing of this evidence should respect the rights of the child, including his or her right to privacy.
 - b) the evidence should be secured and described (date of receipt, content of the message, sender's data, i.e. username, email address, website address). If the collected evidence indicates a violation of the law, the Police should be immediately notified and provided with all the collected evidence.
 - c) After the incident, regular post-intervention monitoring should be carried out, checking the situation and needs of the children involved in the incident and/or the victims.

§ 18

Actions towards the participants of the event

1. Actions against the participants of the event should be directed to both the victims, the perpetrators and witnesses of the event. Some forms may involve working only with the victims, others will require the use of various educational and/or disciplinary actions against the perpetrator. It should be remembered that the actions taken in most cases concern minors, so the child's guardian is also a participating party in each case.
2. The activities undertaken by the school should be planned, gradual, adapted to the situation and proceed in the following order:
 - a) Conversation with the participant of the event appropriate to the nature of the event and the role of the participant (victim/perpetrator/witness). Language that redirects blame and responsibility for the incident to the injured person should not be used.
 - b) Notifying the guardians of the participants of the incident and informing them about the actions taken by the school and, if applicable, presenting a support plan for the victim's child.
3. Depending on the situation, notify the police or the court in case of suspicion of committing a criminal act.
4. Providing support and psychological and pedagogical care to the participants of the event.

§ 19

Taking corrective action

1. In order to remove illegal, compromising or harmful materials from the Internet, you should inform the guardians of children about the possibilities of removing them in cooperation with the Dyzurnet.pl and in the mode of reporting such content via the form on the website where the material was published.
2. The aggrieved child should be informed about his or her right to be forgotten, resulting from the EU General Data Protection Regulation, which in justified cases ensures the removal of specific links from the Google search engine, and therefore they will not be able to be displayed when entering any phrase.
3. In the case of sharing materials that violate the intimacy and privacy of a child, it is also possible to use the <https://stopncii.org/> website, i.e. Stop Non-Consensual Intimate Image Abuse. The website helps to remove intimate materials with the image of a person who did not consent to the publication of the content from the Internet.

Chapter V

Monitoring

§ 20

1. Once every 2 years, the person responsible for child protection standards evaluates among employees the state of knowledge and compliance with child protection standards and the need to introduce changes to these standards. The questionnaire template is attached as Appendix 10 to these Standards.
2. A separate assessment of the state of knowledge and compliance with child protection standards and the need to introduce changes to these standards is carried out among children and their guardians.
3. On the basis of the evaluation referred to in paragraphs 1 and 2 and the assessment of the compliance of the standards with the applicable legal regulations, the person responsible for child protection standards prepares a report, which is then submitted to the school principal. Part of the report is an assessment of the knowledge of standards by school employees, a summary of reported violations of child protection standards and proposals for changes.
4. Within one month of receipt of the report referred to in paragraph 3, the principal shall make decisions on the introduction of changes to the child protection standards and entrust the preparation of the updated document to the person responsible for child protection standards.

5. If the report determines that the level of knowledge of child protection standards is insufficient, the person responsible for child protection standards is obliged to provide supplementary training on child protection standards to employees.
6. School employees are familiarized with the conclusions and recommendations included in the report.
7. The principal introduces the necessary changes to the child protection standards and announces the new wording of the standards.

Chapter VI

Final provisions

§ 21.

1. The standards come into force on the day of their publication.
2. The standards in full and abbreviated versions intended for children are made available in a way that allows school employees, children and their guardians to become familiar with them by:
 - a) making the paper version of the document available at the school's headquarters
 - b) posting on the school's website
 - c) handing over the official communication routes to all entities involved in the life of the school.
3. The standards in a version understandable to children are attached as Appendix No. 11.
4. Cooperating entities, in the event that their activities involve contact with children, are obliged to comply with these standards.

Appendix No. 1

Rules for safe relations

between the employees of The International School and children

The guiding principle of all activities undertaken by employees is to act for the good of the child and in his or her best interest. The employee treats the child with respect and takes into account his dignity and needs. It is unacceptable to use violence against a child in any form. In pursuing these goals, employees act within the framework of the applicable law, internal regulations of the school and their competences. The principles of safe relations between employees and children apply to all employees, co-workers, trainees and volunteers, as well as to every adult person who has contact with children in the care of the school, if this contact takes place with

the consent of the school and/or on its premises. Knowledge and acceptance of the rules is confirmed by signing a statement.

Employee relationships with children

You are obliged to maintain a professional relationship with children and always consider whether your reaction, message or action towards the child is appropriate to the situation, safe, justified and fair to other children. Act openly and transparently with others to minimize the risk of misinterpretation of your behavior.

Communication with children

1. Be patient and respectful when communicating with children.
2. Listen carefully to the children and give them answers appropriate to their age and situation.
3. You must not shame, humiliate, disrespect or insult the child. You must not yell at the child in a situation other than the safety of the child or other children.
4. You must not disclose sensitive information about the child to unauthorized persons, including other children. This includes the child's image, information about his/her family, economic, medical, custody and legal situation.
5. When making decisions about the child, let them know and try to take their expectations into account.
6. Respect the child's right to privacy. If it is necessary to deviate from the confidentiality rule to protect the child, explain it to him or her as soon as possible.
7. Make sure you are in the sight or hearing of other employees when you are doing activities with children. In exceptional and justified situations, when you have to be alone with the child, always inform other employees about it and inform about the exact place where you will be with the child.
8. You must not behave in an inappropriate manner in front of children. This includes the use of vulgar words, gestures and jokes, making offensive remarks, referring to sexual activity or attractiveness in statements and using a relationship of power or physical advantage (intimidation, coercion, threats) towards the child.
9. Reassure children that if they feel uncomfortable in a situation, with a particular behavior or word, they can tell you or the person they want to hear and expect an appropriate response and/or help.
10. Address the child by name in the form preferred by the child, respect their identity and expression.

11. Use alternative forms of communication with the child who needs it, taking into account the child's psychophysical abilities.

Activities with children

1. Value and respect children's contribution to the activities undertaken, actively involve them and treat them equally regardless of their gender, sexual orientation, ability/disability, social, ethnic, cultural, religious and worldview status.
2. Avoid favoritism of children.
3. You must not have any romantic or sexual relationship with the child or make inappropriate proposals. This includes sexual comments, jokes, gestures, and sharing sexual and pornographic content with children in any form.
4. You must not record the image of the child (filming, voice recording, photography) for private purposes. This also applies to allowing third parties to record images of children if the school principal has not been informed about it, has not consented to it and the consent of the guardians of the children and the children themselves has not been obtained.
5. You must not offer alcohol, tobacco products or illegal substances to children, or use them in the presence of children while performing their duties or staying on school premises.
6. You are not allowed to accept money or gifts from the child or the child's guardians. You must not enter into any relationship of dependence towards the child or the child's guardians, which could lead to accusations of unequal treatment or deriving financial and other benefits.
7. All risky situations that involve an employee infatuating a child or an employee having a child infatuate must be reported to the principal. If you witness them, react firmly, but sensitively, in order to maintain the dignity of those concerned.

Physical contact with children

Any violent action against a child is unacceptable. However, there are situations in which physical contact with a child may be appropriate and meets the principles of safe contact: it is a response to the child's needs at a given time, takes into account the child's age, developmental stage, gender, cultural and situational context. However, it is not possible to determine the universal appropriateness of all such physical contact, because behaviour appropriate for one child may be inappropriate for another. Always use your professional judgment to listen,

observe and note the child's reaction, ask for permission for physical contact (e.g. a hug) and be aware that even with your good intentions, such contact may be misinterpreted by a child or third parties.

1. You must not hit, poke, push, or violate the physical integrity of the child in any way.
2. Never touch the child in a way that may be considered indecent or inappropriate.
3. Always be prepared to explain your actions.
4. Don't engage in activities such as tickling, pretend fights with children, or violent physical play.
5. Be especially careful with children who have experienced violence and abuse, including sexual, physical or neglect. Such experiences can sometimes cause the child to seek inappropriate or inadequate physical contact with adults. In such situations, you should react sensitively, but firmly, and help the child understand the importance of personal boundaries.
6. Physical contact with the child can never be secret or hidden, be associated with any gratification or result from a power relationship. If you witness any of the above-described behaviors and/or situations from other adults or children, always inform the person in charge and/or follow the intervention procedure in place.
7. Physical contact with the child may only take place with the consent of the child and in accordance with the child's needs. Before hugging, stroking or taking the child on your lap to comfort or calm him down, ask him if he needs it.
8. In situations requiring care and hygiene activities for the child, avoid physical contact with the child other than necessary. This is especially true when helping the child to dress and undress, eat, wash, change diapers and use the toilet. Make sure that you are assisted by a different employee in each of your care and hygiene activities. If the care and hygiene of children is part of your duties, you will be trained in this area.

Contacts during trips, green schools, group outings

1. Take care of the safety and well-being of children. This means that a risk assessment must be carried out beforehand, including transport and accommodation.
2. Always be aware of what children are doing and where they are.
3. It is unacceptable for a child to leave a group with only one adult (guardian/teacher), unless it concerns a family member and it has been previously agreed with the child's guardian and except for situations involving a threat to the child's health or life. In this case, inform the other guardian/teacher or the principal that such a situation has occurred.

4. Make sure that children are properly placed in the rooms. The whole group should live on one floor, and if this is not possible, at least one teacher should live on each floor occupied by children. The arrangement of children in rooms should be adapted to the stage of their psychophysical development.
5. It is not allowed for children to stay alone overnight in the employees' room (except for family members – with the consent of the child's guardian), sleep with the child in the same room (except for collective rooms) or in the same bed.
6. Before entering children's rooms, employees should knock. Situations in which the employee is alone in the room with the child should be avoided. If this is not possible, the door should remain open.

Out-of-hours contacts

As a rule, contact with children should only take place during working hours and relate to goals within the scope of your duties.

1. You may not invite children to your home or meet with them outside of working hours without the knowledge and consent of the school principal and the child's guardians. This also includes contact with children through private communication channels (private phone, email, instant messaging, social media profiles).
2. If necessary, the appropriate form of communication with children and their caregivers outside working hours are business channels (e-mail, business phone). Communication with the child via online channels (e.g. social media groups, private e-mail accounts) is possible only if there is one other adult in the group or in the group of recipients. Each time it must be an open contact.
3. Maintaining social or family relationships (if the children and the children's caregivers are close to the employee) requires maintaining the confidentiality of all information regarding other children, their caregivers.
4. The limitations indicated in paragraphs 1 and 2 do not apply in the event of a threat to the best interests of the child. In such a situation, measures should be taken to secure the child's safety and a memo should be immediately drawn up with a description of the incident and forwarded to the person responsible for the protection of children and the school principal.

Online contacts

Be aware of the digital threats and risks of apps and algorithms recording your private online activity, but also your own online activities. This includes liking specific pages, using dating apps where you can meet children with whom you have professional activities, following specific people/pages on social media, and privacy settings for the accounts you use. If your profile is publicly available, children and their guardians will be able to see your digital activity.

1. You must not interact with children in the care of the school by accepting or sending invitations on social media.
2. If you communicate with children through online channels (e.g. social media groups) to achieve educational or educational goals, make sure that another school employee also has access to them to maintain transparency. Each time it must be an open contact, conducted with the knowledge and consent of the school principal and the children's guardians.
3. During lessons or other activities conducted by the school, turn off the bluetooth functionality on your personal electronic device.

Child protection

1. When working with the child who has experienced abuse, including sexual, physical or neglect, use caution and distance to protect the child. Always explain the boundaries of relationships to the child.
2. In a situation of suspicion or disclosure of abuse, always give the child the opportunity to express himself/herself, present his/her opinion, remembering that this may be the first and only conversation for the child (the child may not make any more attempts to seek support).
It is particularly important to:
 - express your concern by declaring that you believe in the child;
 - assure the child that he or she has done the right thing by engaging in a conversation about the harm suffered;
 - explain to the child that he or she is not to blame for the situation;
 - unequivocally negatively assess any form of violence, sending a clear signal that it is unacceptable and must be prevented/stopped;
 - properly inform the child that other appropriate people will deal with the matter, including informing them that measures will be taken to ensure their safety and that they are not to blame for what happened.

Appendix No. 2

Principles of safe child-child relationships at The International School.

Rights and obligations of the student, including the rules of conduct in force on the school premises are written in the School Statute.

1. Behaviors prohibited in relations between students on school premises.

- a) physical aggression, which includes:
 - fights
 - kicking
 - pushing
 - hitting
 - slapping
 - spitting
 - any actions that cause physical pain
- b) verbal aggression which includes:
 - using vulgar words, gestures and jokes
 - making offensive remarks
 - gossiping
 - referring to sexual activity or attractiveness in statements
 - the use of physical advantage expressed by intimidation, coercion, threats against another minor
- c) cyberbullying which includes:
 - posting humiliating videos or photos online
 - publishing ridiculous, vulgar comments and posts
 - hacking into someone's social or e-mail account
 - stalking, harassment by sending messages

2. Rules that allow for safe relationships between students, including the rules of communication, ways of resolving conflicts and maintaining respect for other people's property, privacy and space.

- a. Treat your colleagues with respect.
- b. Listen to others when they speak, don't interrupt others when they speak.
- c. Remember that everyone has the right to express their opinion, thoughts and beliefs as long as they do not violate the personal interests of others.
- d. Follow the safety rules of the school (do not put others in danger).
- e. Resolve conflicts peacefully:
 - Try to calm down and stop the escalation of the conflict.
 - Tell us what you think is the problem, what is the cause of the misunderstanding, what you expect.

- Listen to what the other person is saying, what their feelings are, what they expect and summarize what you have heard.
 - Make sure your interlocutor has said everything about their feelings.
 - Think of a solution that will be satisfactory for both of you.
 - Remember! If you fail to resolve the conflict, you can always seek help from the homeroom teacher or other teacher who is taking care of you.
- f) Do not be indifferent when someone is hurt, always inform the homeroom teacher or other teacher, psychologist or school principal about it.
 - g) School is a community - don't create situations where your classmates would feel deliberately overlooked or isolated.
 - h) You must not hit, poke, push or in any way violate the physical integrity of another student.
 - i) Respect the intimate space of your colleagues. Never touch a colleague in a way that is considered indecent or inappropriate.
 - j) You must not ridicule, gossip, shame, humiliate, disrespect or insult other students.
 - k) Do not speak in an offensive way about the relatives of your colleagues.
 - l) Do not speak vulgarly to others.
 - m) Remember that jokes that do not amuse the other person are not jokes and stop such word play immediately.
 - n) Be tolerant - respect the different appearance, beliefs, views of others.
 - o) Respect others' right to privacy, do not view private things without their consent.
 - p) You must not record or distribute the image of a colleague without his/her explicit consent.
 - q) Respect the personal belongings and property of colleagues.
 - r) If you want to borrow something from a friend, ask.
 - s) Don't encourage others to hurt.
 - t) Do not bring prohibited substances and dangerous items to school, do not encourage others to use them.

Appendix no. 3

Response Procedure Implementation Process

IN THE CASE OF DIFFICULT, AGGRESSIVE OR VIOLENT BEHAVIOUR FROM A CHILD



In the event of observing in the child symptoms of increased tension, nervousness or difficulties creating the likelihood of difficult behaviour, including aggressive, self-aggressive, threatening to oneself or the environment, immediate action should be taken to prevent its development, including a calming conversation with the child, if possible, on a neutral topic (the method of redirecting attention) or other soothing/calming effect;



in the event of escalation of difficult, undesirable behaviors, an attempt should be made to extinguish or discontinue them, adequately to the situation, taking into account the previously identified risk of difficult, aggressive, self-aggressive behaviors and the established and applied individual proactive strategies or non-aversive reactive strategies in children;



if the actions taken in a given situation do not bring results and there is an escalation of difficult, aggressive or self-aggressive behaviors, the persons indicated to undertake the intervention procedure or other employees who are nearby should be informed with a request for help; they shall immediately inform decision-makers or professionals and provide support in a given situation;



1. then, in the event of very aggressive behaviour that cannot be stopped and poses a threat to the health and life of oneself and others, one should immediately, if necessary, provide first aid, call an ambulance or the Police, and then notify the child's guardians - in this situation, it is possible, if necessary, possible and safe for each participant of the event, use the least invasive form of stopping the act of aggression;
2. the safety of each participant of the incident, including witnesses, should be ensured;



if the circumstances of the incident allow it – immediately – the person indicated in the intervention procedure engages in a conversation that gives the child the opportunity to express his/her opinion, present his/her opinion, in order to determine the causes and circumstances of the incident; during the conversation with the child, as long as it does not disturb its course, important information should be noted; after the end of the conversation, a note is made with the entire incident and the information provided by witnesses of the incident, the guardians should be informed about the situation;



1. Until you are sure that the situation has been resolved and the difficult behavior has subsided, you must not leave the child alone, i.e. "lose sight of him";
2. the safety of all participants of the incident and witnesses should be ensured and they should be supported, e.g. psychological and pedagogical assistance.

Special conditions for the intervention interview:

1. the conversation should be conducted without time pressure, the child's haste and should be adapted to the child's needs and abilities; the place where it is carried out should take into account, e.g. the specificity of the child's reception and processing of sensory stimuli; the child's language and ways of communicating should be taken into account;
2. The interviewer should know the ways in which the child regulates emotions (e.g. stimming/self-stimulating behaviors) and know whether the child has difficult behaviors (e.g. aggressive, self-aggressive behaviors);
3. During the conversation, the child should be allowed to speak freely, including revealing concerns, do not interrupt, criticize, supplement the statement with your own guesses, do not comment on the content provided by the child, do not minimize the importance of what happened;
4. the conversation should take place in a calm atmosphere; After its completion, the child should be provided with adequate support until the situation is stabilized and the behavior calms down - the child must not be left alone, "lose sight" until it is certain that the situation is stabilized.

Indications for employees:

1. familiarization with the above-mentioned procedure of reacting in the event of difficult, aggressive or violent behavior on the part of the child, tasks and the process of implementation in the event of its undertaking,
2. cooperation with the person designated to undertake the intervention procedure at school, following his/her instructions during the incident;
3. having the numbers of persons responsible for undertaking interventions in the school, decision-makers;
4. systematic improvement of competences and skills to the extent necessary to undertake activities specified in the above-mentioned procedure.

Appendix No. 4

Where to refer a caregiver in need of support for themselves and their child?

- 1. Local social welfare centers** – in addition to economic, legal, housing, material support, etc., many centers also offer workshops on improving parenting skills, parenting competence courses or classes as part of the "Parents' Academy". In the Social Welfare Centre it is also possible to obtain the help of a family assistant (at the request of the parents), as well as to apply for a personal assistant of a person with a disability if the family has a child with a disability certificate under their care. For many families, the possibility of obtaining assistant support is what saves the child and the family from a permanent crisis! The help of the Social Welfare Centre is free of charge.
- 2. Crisis intervention centers** – facilities run by counties. They offer help to people who experience a difficult life situation and mental imbalance as a result of, m.in others, the death of a loved one, their own illness, a child's illness or another close person, divorce/separation, conflicts in the family, the threat of violence. The center provides psychological counseling, crisis intervention, short-term psychotherapy, workshops and support groups. The assistance of the Chamber is free of charge.
- 3. Psychological and pedagogical counselling centers** – provide diagnostic and consultation assistance, organize psycho-educational courses to improve parental competences (e.g. school for parents, positive discipline workshops, workshops for parents of children with ADHD). They employ certification teams that enable them to obtain, e.g. others, a certificate on the need for special education, an opinion on the need for early development support, and a certificate on the need for individualized learning. Assistance in public counselling center is free of charge.
- 4. Specialist family counselling centers** – public centers providing psychological help and support for couples and families. They provide individual and family consultations, conduct psychotherapy for children and adults, organize workshops and groups for parents. Such assistance is free of charge.
- 5. Early intervention centers** – offer comprehensive, coordinated, multidisciplinary assistance to children up to 7 years of age and their caregivers (in the field of child care). They operate under the National Health Fund, a referral from a doctor is needed. They offer e.g. early development support therapy, physiotherapy, speech therapy classes and others. Centers offer daily and free assistance.

6. **Day support centers** (formerly "community centers") – a child's stay in such a center lasts a few hours (mainly after school), is free and voluntary, and the offer is addressed primarily to families struggling with educational and care difficulties who are raising school-age children. In day-care centers, children can receive a meal, help with homework, participate in socio-therapeutic, compensatory and other activities.
7. **Community mental health centers for adults and community mental health centers for children and adolescents** – offer support for children and parents experiencing mental crisis and parenting difficulties in the form of individual therapy groups and workshops. The centers operate under the National Health Fund.
8. **Child Advocacy Centers** – these are places where children victims of crime and their guardians receive comprehensive and interdisciplinary help under one roof. This means that the case of a child who will be taken under the care of the center is handled from beginning to end by a group of the same professionals. At the meetings of the interdisciplinary team, they decide together what kind of support the child and his caregivers need. The assistance strategy is implemented – as far as possible – by school employees: psychologists, doctors, social worker. A court hearing of the child is also held here, if needed. You can find a map of these places on the website: <https://centrapomocydzieciom.fdds.pl/>.
9. **National and local non-governmental organizations dealing with supporting parents and children.** It is worth encouraging parents to check and look for an offer for themselves. The available options include, among others: support groups (for parents of young children, for bereaved parents, for parents of children with disabilities, etc.), psychological consultations and therapies, psychoeducational workshops and activities for parents, workshops for children.

Appendix No. 5

Statement that you have read and committed to child protection standards and the Safe Relationship Policy

I hereby declare that I have read the Child Protection Standards at The International School and the Principles of Safe Relations and I undertake to strictly comply with them.

.....
Employee signature

Appendix No. 6

Statement of countries of residence within the last 20 years, other than the Republic of Poland

I hereby declare that in the last 20 years:

I have resided in the following countries:

- a)
- b)
- c)
- d)
- e)
- f)

At the same time, I am attaching information from the criminal records of these countries obtained for the purposes of professional or voluntary activities related to contact with children.

I have not lived in countries other than the Republic of Poland and/or the country of citizenship.

*insert an "X" next to the correct answer

.....
Employee signature

Appendix No. 7

A statement of no criminal record for crimes against children (if for good reasons the employee cannot provide information on criminal record)

I hereby declare that the right (name of country) where I lived during does not provide information on criminal record and/or no criminal record is kept in the above-mentioned country.

Therefore, I declare that I have not been legally convicted in this country for prohibited acts corresponding to the offences specified in Chapters XIX and XXV of the Penal Code, in Articles 189a and 207 of the Penal Code and in the Act of 29 July 2005 on Counteracting Drug Addiction, and no other ruling has been issued against me in which it was stated that I have committed such prohibited acts. I am not obliged by a court decision or other authorized body or law to comply with the prohibition of holding any or specific positions, performing any or specific professions or activities related to upbringing, education, leisure, treatment, providing psychological counseling, spiritual development, practicing sports or pursuing other interests by minors, or taking care of them.

I am aware of the criminal liability for making a false statement.

.....
Employee signature

Appendix No. 8

INTERVENTION CARD

Notification number _____

1)

(Student's name and surname, class)

3)

.....

.....

(type of event)

4)

(Date and time of the event)

5)

.....

.....

.....

(Description of the event)

6)

(the person who provided support and accepted the intervention)

7)

(Actions taken by the school)

.....

.....

.....

.....

Teacher's signature

Appendix No. 9

Regulations for safe use of the Internet at school

I. General provisions

1. The Regulations define the rules for safe use of the Internet by students, teachers and other persons authorized to use the computer network at school.
2. The purpose of the Terms and Conditions is to ensure online security, protect user privacy and prevent harmful effects of using the Internet.

II. General rules for using the Internet

1. The internet at school is intended for educational, research and administrative purposes.
2. The use of the Internet for non-educational purposes (e.g. entertainment, computer games, browsing social networks) is prohibited during classes.
3. Each network user is responsible for their activities on the Internet, including the security of their device, data, and user accounts.
4. It is forbidden to introduce, share and use content that violates the law, the principles of social coexistence, the dignity of another person and any form of violence, hatred and discrimination.
5. Users are obliged to respect intellectual property (copyrights, patents, trademarks).

III. Privacy protection

1. Internet users at school are obliged not to disclose personal data online (e.g. full name, surname, address, telephone number) without the consent of the teacher or guardian.
2. It is forbidden to publish any materials related to third parties without their consent, in particular photos, videos and other personal data.
3. Each user should take care of the security of their passwords and logins, and not share them with third parties.

IV. Rules for the use of computing devices

1. The use of computer devices (desktop computers, laptops, tablets, etc.) is carried out only in accordance with their intended purpose and within the established rules.
2. Users are required not to install software on their computers without the permission of the teacher or network administrator.
3. If users notice problems with the operation of the computer or Internet access, they are obliged to report it immediately to the teacher or administrator.

V. Protection against online threats

1. It is forbidden to access websites containing inappropriate content, including pornographic materials, violence, illegal software or dangerous viruses.
2. Users are required to use antivirus programs installed on school computers.

3. Any disturbing behaviour on the Internet, such as cyberbullying, stalking, harassment or illegal content, should be immediately reported to the teacher or school management.

VI. Use of social networks and messengers

1. It is forbidden to use social networks, Internet forums and other communicators during school hours, unless it is in accordance with educational purposes and with the teacher's consent.
2. Teachers can use learning platforms to communicate with students, but the use of such tools should be in line with privacy policies.

VII. Liability for breaking the rules

1. Any violation of the rules set out in the regulations may result in disciplinary liability, including suspension of Internet access at school.
2. In the event of violation of the law, such as copyright violation, distribution of illegal materials, cyberbullying or computer crimes, the case will be referred to the appropriate services.

VIII. Final provisions

1. The regulations apply to all students, teachers and school employees using the Internet on the school premises.
2. The regulations are available to all users of the computer network in the school and can be consulted with teachers or the management if necessary.
3. The school reserves the right to make changes to the regulations depending on changing needs and legal regulations.

All Internet users at school undertake to follow the above rules and to take care of their own and others' safety.

Appendix no. 10

Evaluation of knowledge of and compliance with the Child Protection Standards

Answer the following questions by choosing one correct answer.

1. What is the guiding principle of actions taken by school employees towards children?

- a. Following the principal's instructions
- b. Acting for the best interest of the child
- c. Avoiding conflicts with parents

2. What does the term "child abuse" mean according to the document?

- a. Only physical violation of the child's inviolability
- b. Neglect, physical, psychological, or sexual abuse
- c. Only actions leading to physical injury

3. Who is responsible for receiving reports of a threat to the child's welfare at school?

- a. School psychologist
- b. Responsible person appointed by the director
- c. Chairman of the teaching council

4. What should you do if you suspect that your child's life is in danger?

- a. Inform the relevant services
- b. Talk to your child and inform their caregivers
- c. Hold off on action until suspicions are confirmed

5. What documents are required of an applicant for a job with children in school?

- a. Professional resume only
- b. Criminal record information and a statement that you have read the principles of child protection
- c. Declaration of consent to the processing of personal data

6. What does peer violence mentioned in the document cover?

- a. Only physical violence
- b. Physical, verbal, relational and cyberbullying
- c. Online activities only

7. What are the main principles of safe relations between employees and children?

- a. Treating children with respect, avoiding violence, openness of actions
- b. Building friendly relationships and close bonds with children
- c. Organizing meetings with children outside of school

8. What actions does the school take in the field of safe use of the Internet?

- a. Organizes meetings with caregivers
- b. Blocks harmful content and provides educational materials
- c. Requires children to use their own devices

9. In what situations can the "Blue Card" procedure be initiated?

- a. In the case of domestic violence against a child
- b. Only if parents agree to it
- c. In any situation of conflict between a child and a caregiver

10. How often should school staff receive child protection training?

- a. Every two years
- b. Once a school year
- c. Only after employment

Appendix no. 11

Child Protection Standards – short version for students

1. What does "protecting children" mean?

Protecting children at school is about keeping them safe, healthy and supportive of their development. School employees are obliged to take care of the welfare of students, respond to any threats and comply with the established rules for the protection of minors.

2. Types of child abuse

Child abuse is any action or inaction that harms their health, safety, or development. The following types of abuse are distinguished:

- a. Physical violence – beating, tugging, physical scolding.
- b. Psychological violence – name-calling, humiliation, threatening.
- c. Sexual violence – touching in an inappropriate way, harassment, forcing contact with inappropriate content.
- d. Neglect – lack of care, inability to meet the basic needs of the child.
- e. Peer violence – teasing, exclusion, cyberbullying.

Any of these forms is unacceptable and requires an immediate response.

3. Rules of operation of school employees

School employees are required to:

- a. Treat children with respect and take into account their individual needs.
- b. Respond to any signals of danger or harm.
- c. Open action – any contact with the child should be in accordance with the rules set by the school.
- d. Not to record the image of children for private purposes.
- e. Not having romantic or sexual relationships or favoring students.

4. Procedures in the event of suspected child abuse

In the event of suspicion that a child is being abused:

- a. The employee makes a note and passes it on to the appropriate person (e.g. pedagogue, principal).
- b. The school informs the child's guardians (unless it is contrary to the child's welfare).
- c. If the suspicions relate to a crime, the case is reported to the appropriate services (police, prosecutor's office).
- d. In the case of domestic violence, the "Blue Card" procedure is initiated.
- e. The documentation of the incident is entered into the register of interventions kept by the school.

The aim of the intervention is to stop child abuse and ensure its safety.

5. Internet safety

The school takes action to protect children from online threats. These include:

- a. Blocking access to illegal and harmful content (e.g. pornography, violence).
- b. Educating children about online safety, including preventing cyberbullying.
- c. Regularly update the security software on school devices.

- d. Organizing workshops and training for students and parents on online risks.

Every child using the school network must know the rules of safety on the Internet.

6. Student relationships

To ensure a safe and friendly relationship between students, everyone should follow the rules:

- a. We do not use physical or psychological violence.
- b. We respect others and treat them equally.
- c. We resolve conflicts peacefully.
- d. We do not exclude anyone from the group.

School staff monitor relationships between students to prevent bullying and exclusion.

7. Help for children with special educational needs

The school takes care of the needs of children who require special support. It takes actions such as:

- a. Adapting teaching methods to the individual needs of the child.
- b. Organizing integration and therapeutic activities.
- c. Providing a safe environment, including emotional and physical support.
- d. Cooperation with the child's family and specialists.

Each child is treated with respect and taking into account his or her individual abilities.

8. Responsibilities of the principal and staff

The school principal is responsible for:

- a. Creating a safe environment at school.
- b. Designate appropriate individuals to implement child protection standards.
- c. Organizing training for employees.
- d. Review and update child protection policies.

Every employee is obliged to know and comply with child protection standards.

9. Child Protection Education

The school organizes educational activities for students and their guardians, including:

- Safe use of the Internet.
- Identifying threats and how to respond to them.
- Mediation and peaceful resolution of conflicts.
- Respect for diversity and tolerance.

10. Where to look for help?

The school cooperates with institutions offering help to children and families, including:

- Psychological and pedagogical counselling centers.
- Social welfare centers.
- Helpline for children and young people: 116 111.
- The police and non-governmental organizations.