



PRIVATE
POLISH-ENGLISH
PRIMARY SCHOOL

**Standards for the Protection of Minors
in Private Polish-English Primary School
"Vancouver Schools"
in Warsaw**

February 9th, 2024

CHAPTER 1 BASIC TERMS

§ 1

Whenever the following Standards refer without further specification to:

1. School Principal, Principal - this should be understood as the Principal of the Private Polish-English Primary School "Vancouver Schools" in Warsaw;
2. School - this should be understood as the Private Polish-English Primary School "Vancouver Schools" in Warsaw;
3. employee - this should be understood as a person employed under an employment contract or civil contract at the Private Polish-English Primary School "Vancouver Schools" in Warsaw;
4. partner cooperating with the School - this should be understood as persons performing tasks on the School premises under separate regulations;
5. student - this should be understood as any person attending the Private Polish-English Primary School "Vancouver Schools" in Warsaw;
6. minors - in accordance with the Civil Code, this should be understood as a person from birth to 18 years of age;
7. student's guardian - this should be understood as a parent or legal guardian having full parental or legal authority (a person representing the child, appointed by the court, in a situation where the parents are not entitled to parental authority or when the parents are dead);
8. consent of the minor's guardian - this should be understood as the consent of at least one of the minor's guardians. However, if there is no agreement between the minor's guardians, they should be informed about the need for the family court to resolve the matter;
9. harming a minor - it should be understood as committing a prohibited or punishable act to the detriment of a minor by any person, including a School employee, or a threat to the minor's well-being, including neglect. It is:
 - a) physical violence – intentional bodily harm, inflicting pain, or threatening bodily harm. Physical violence causes or may cause loss of health or be a threat to life,
 - b) emotional violence - repeated humiliation, ridicule of a minor, including cyberbullying, constant criticism, involving a minor in an adult conflict,

manipulating him/her, lack of appropriate support, placing demands and expectations on a minor that he/she is unable to meet,

c) sexual violence - engaging a minor in sexual activity by an adult or other minor. Sexual abuse refers to behavior with physical contact (e.g. touching a minor, having sex with a minor) and behavior without physical contact (e.g. showing pornographic materials to a minor, voyeurism, exhibitionism),

d) economic violence – failure to provide appropriate conditions for a child's development, including: adequate nutrition, clothing, educational needs or shelter, within the resources available to parents or guardians. This is one from forms of neglect,

e) neglect – failure to meet basic material and emotional needs of the minor by the parent or legal guardian, failure to provide him/her with adequate food, clothes, shelter, medical care, safety, lack of supervision over the fulfillment of compulsory schooling;

10. student's personal data - this should be understood as any information enabling the identification of a student of the Private Polish-English Primary School "Vancouver Schools" in Warsaw.

CHAPTER 2

RULES TO ENSURE SAFE RELATIONSHIPS BETWEEN STUDENTS AND SCHOOL STAFF

§ 1

Rules for safe employee recruitment

1. Before establishing an employment relationship with a person or before allowing a person to engage in other activities related to the education, recreation of minors or taking care of them, the Principal obtains information whether this person's data is included in the Register with limited access or in the Register of persons in relation to whom the State Commission for Counteracting Sexual Abuse of Minors under 15 years of age has issued a decision on including their data in the Register.
2. Other activities related to the upbringing, education and recreation of minors should be understood in particular as carrying out activities related to the organization of minors' recreation, performing civil law contracts related to the upbringing, education, recreation of minors or taking care of them.

3. Each newly employed staff member declares that he/she has not been convicted for crimes against sexual freedom and decency, and crimes involving violence against a minor, and there are no criminal or disciplinary proceedings pending against him/her in this regard - the template of this declaration is attached as Annex 1 to these Standards.

§ 2

1. The person responsible for preparing school staff to implement Standards is the School Principal.
2. The training referred to in section 1, are organized once a year, on the date given by the Principal.
3. The Principal familiarizes employees with the Standards for the Protection of Minors. Employees declare that they are familiar with the Standards by signing the declaration which constitute Appendix 7.
4. Newly employed staff members are introduced to the Standards during the first week of work and during this time they receive the declaration referred to in section 3.
5. During the recruitment of employees, the Principal assesses the candidate's preparation for work with minors.
6. The Principal is responsible for receiving reports of incidents that pose a threat to a minor and providing him/her with support.

§ 3

Rules for safe relationships between School staff and students

1. The basic principle of all activities undertaken by the School staff is to act for the good of the student and in his or her interest. Staff treat the student with respect and take into account his or her dignity and needs. It is unacceptable to use violence against students in any form.
2. The principles of safe relationships between School staff and students apply to all School employees.
3. Employee's knowledge and acceptance of the rules are confirmed by signing a declaration, a template of which is attached as Appendix 2 to these Standards.

4. A school employee is obliged to maintain a professional relationship with students and each time considering whether his/her reaction, message or action towards the student are appropriate in a given situation, safe, reasonable and fair to other students.
5. School employee in contact with students:
 - a) is patient and treats the student with respect;
 - b) listens carefully to students and tries to provide them with answers adjusted to the situation and their age;
 - c) does not embarrass the student, does not disrespect, humiliate or insult him/her;
 - d) does not shout unless a dangerous situation requires it (e.g. warning);
 - e) does not disclose sensitive information about the student, his or her image to unauthorized persons.
6. Decisions regarding a student should always take into account his or her expectations, but also the safety of other students.
7. The student has the right to privacy, any derogation from the privacy rules must always be justified, and the student should be informed about such a fact as soon as possible.
8. If it is necessary to talk to a student in private, the employee should leave the door open or ask another employee to participate in a conversation (this does not apply to a psychologist).
9. A School employee is not allowed to make inappropriate jokes, use profanity, make offensive gestures or say anything sexual in the presence of students.
10. A School employee must not take advantage of physical strength or use threats.
11. A School employee is obliged to treat students equally, regardless of their gender, sexual orientation, religion, ethnic origin, etc.
12. The School employee is obliged to keep the confidential information, regarding health, developmental and educational needs, psychophysical capabilities, sexual orientation, racial or ethnic origin, political opinions, religious beliefs or worldviews of students.
13. A School employee may not record images of students for private or professional purposes, unless the student's guardian has given consent to it.

§ 4

A School employee is strictly prohibited to (under penalty, including imprisonment and loss of job):

- a) enter into a sexual relationship with a student;
- b) make sexual and pornographic proposals to the student, including sharing such content;
- c) offer students alcohol, tobacco products and other stimulants (drugs, the so-called legal highs).

§ 5

1. The employee is obliged to ensure that students will receive appropriate help in accordance with the instructions if they feel uncomfortable.
2. Class teachers are obliged to present to students the Standards for the Protection of Minors and assure them that they will receive appropriate assistance and help. They record this fact in the Librus electronic journal.
3. If an employee notices disturbing behavior or a situation, he/she is obliged to follow the instructions in the Standards. In the case of sensitive matters where there is a suspicion of non-compliance with the Standards, he/she is obliged to inform the School Principal about the situation (e.g. student's infatuation with an employee, or an employee's infatuation with a student).

§ 6

1. Any violent behavior towards a student is prohibited.
2. The student cannot be pushed, beaten, poked, etc.
3. An employee must not touch a student in a way that could be misinterpreted. If, in the employee's opinion, a student needs, for example, a hug, he or she should always justify the situation and his or her behavior towards the student.
4. Physical contact with a student can never be implicit or hidden, or involve any gratification or be a result of power relations.
5. The employee should not engage in games such as tickling, pretend fighting, brutal physical play, etc.
6. An employee who is aware that a student has suffered some harm, e.g. physical abuse or sexual abuse, is obliged to remain particular caution in contacts with the student, showing understanding and sensitivity.
7. It is unacceptable for an employee to sleep in the same bed or room with a student during school trips.

§ 7

1. Contact with students outside working hours is generally prohibited.

2. Employees are not allowed to invite students to their place of residence, meetings with the student or his/her guardian should take place at the School.
3. If it is necessary to contact a student, guardian or teacher outside the School's working hours, the following means are allowed:
 - a) school phone;
 - b) school e-mail;
 - c) electronic journal (Librus).
4. If an employee needs to meet a student outside the school's working hours (or his or her guardian), the Principal must be informed about this fact, and the guardian must consent to such contact.
5. If an employee has a family or social relationship with a student or his or her guardian, he or she is obliged to maintain full confidentiality, in particular to keep confidential matters relating to other students, their guardians and school employees.

CHAPTER 3

RECOGNIZING AND RESPONDING TO RISK OF STUDENTS' ABUSE

§ 8

1. Every signal indicating the existence of a threat is treated seriously – actions are taken at the earliest possible stage of its occurrence. When building an atmosphere of trust, school staff enable students to inform a teacher, pedagogue or psychologist about a situation related to the danger to the child.
2. School employees have knowledge and pay attention to risk factors for harming minors, such as:
 - a) the student is often dirty and smells unpleasant;
 - b) the student steals food, money, etc.;
 - c) the student is begging - the student is hungry;
 - d) the student does not receive necessary medical care, vaccinations, glasses, etc.;
 - e) the student does not have school supplies, clothing and shoes necessary for the weather conditions;
 - f) the student has visible injuries (bruises, bites, wounds), the origin of which is difficult to explain; injuries are in various stages of healing;

- g) the student's explanations for the injuries seem unreliable, impossible, inconsistent, etc., the student often changes his/her explanations;
- h) the student is reluctant to take physical education lessons – he/she covers his/her body excessively, inappropriate to the situation and weather;
- i) the student is afraid of the parent or guardian, afraid to return home;
- j) the student flinches when an adult approaches him/her;
- k) the student suffers from recurring somatic ailments: abdominal pain, headaches, nausea, etc.;
- l) the student is passive, withdrawn, submissive, scared, depressed, etc. or behaves aggressively, rebels, commits acts of self-harm, etc.;
- m) the student achieves weaker results in relation to his/her abilities;
- n) the student escapes into the virtual world (computer games, Internet);
- o) the student uses psychoactive substances;
- p) the student excessively seeks contact with an adult (the so-called "stickiness" of a minor);
- q) sexual elements/motives begin to dominate in the student's artistic works, conversations and behavior;
- r) the student is sexually aroused inappropriate to the situation and age;
- s) the student runs away from home;
- t) there is a sudden and obvious change in the student's behavior;
- u) the student talks about violence.

2. If specific behaviors of parents or guardians coexist with the student's symptoms, the suspicion that the student is being harmed is particularly justified. Disturbing behaviors of parents include:

- a) the parent (guardian) provides inconclusive or contradictory information or refuses to explain the causes of the student's injuries;
- b) the parent (guardian) refuses and does not maintain contact with school employees interested in the student's fate;
- c) the parent (guardian) talks about the minor in a negative way, constantly blames, humiliates and scolds the student (e.g. using terms such as "idiot", "bug", "brat");
- d) the parent (guardian) subjects the minor to severe discipline or is overprotective or too lenient or rejects the minor;

- e) the parent (guardian) is not interested in the fate and problems of the minor;
 - f) the parent (guardian) is often unable to provide the place where the minor is currently staying;
 - g) the parent (guardian) is apathetic, depressed;
 - h) parent (guardian) behaves aggressively;
 - i) the parent (guardian) has disturbed contact with reality, e.g. reacts inadequately to the situation;
 - j) the parent (guardian) speaks inconsistently;
 - k) the parent (guardian) is unaware of or denies the minor's needs;
 - l) the parent (guardian) favors one of the siblings;
 - m) the parent (guardian) exceeds permissible limits in physical or verbal contact;
 - n) the parent (guardian) abuses alcohol, drugs or other intoxicating substances.
3. If School employees identify risk factors, they should start a conversation with parents, provide them with information about the available support from School and motivate to seek appropriate help.
4. School employees monitor the student's situation and well-being.

CHAPTER 4

PRINCIPLES AND PROCEDURE FOR INTERVENTION IN A SITUATION OF SUSPECTED ABUSE OF A STUDENT BY AN EMPLOYEE, A THIRD PARTY, ANOTHER STUDENT OR A GUARDIAN

§ 9

1. Intervention draft in case of suspected abuse of a student by third parties related to the School, i.e. School employees, organizations and companies cooperating with the School:
- 1) if an employee suspects that a student is experiencing violence resulting in damage to health (physical and/or psychological), sexual abuse or that his or her life is in danger, the employee is obliged to provide the student with a safe place and separate him or her from the person posing a threat. The employee is obliged to notify the police (112 or 997), and in case of suspicion of other crimes, to inform the police or prosecutor's office about the possibility of committing a

crime. In the case of a telephone notification, the employee is obliged to provide his/her data, the student's data and the data of the person suspected of harming the student, as well as a description of the situation with the most important facts. In the case of a mail/post notification about the possibility of committing a crime, the notification is addressed to the nearest unit, and the information is provided in the same way as in the case of a telephone notification;

2) if an employee suspects that the student has experienced one-time physical or mental violence (e.g. pushing, slapping, humiliation, ridicule), the employee is obliged to ensure the student's safety and separate him/her from the person responsible for the act. Then he/she should notify the School Principal so that she can end cooperation with the abusive person;

3) if the employee notices other disturbing behavior towards students, e.g. shouting, inappropriate comments, he/she is obliged to ensure the student's safety and separate him/her from the suspected person. Then he/she should inform the School Principal so that she can conduct a disciplinary conversation, and, if necessary, terminate cooperation.

2. Intervention draft in case of suspicion of abuse of a student by a minor:

1) if the employee suspects that the student is experiencing violence (physical and/or psychological), sexual abuse or his/her life is in danger, the employee is obliged to provide the student with a safe place and separate him/her from the person posing a threat. Moreover, the employee notifies the School Principal to conduct an interview, and if this is not possible, he/she himself conducts an interview with the student's guardians and a minor suspected of a prohibited act. At the same time, the employee notifies the nearest family court or the police by sending a notification about the possibility of committing a crime, providing data as in the case described in § 9 section 1;

2) if an employee suspects that a student has experienced one-time physical or mental violence from a minor, the employee is obliged to ensure the student's safety and separate him or her from the person responsible for the act. Moreover, he/she notifies the School Principal to conduct an interview, and if this is not possible, the employee conducts the interview himself/herself with the guardians of the student and the suspected minor and develops corrective actions, including ways of compensating the victim of violence. An important element here is to establish the

circumstances of the event and its analysis with the participation of the class teacher, the Principal, the pedagogue and the psychologist. If there is no improvement or refusal to cooperate by the perpetrator of violence, his/her parents, the employee notifies the local family court by sending an application for insight into the family's situation.

3. Intervention draft in case of suspicion of abuse of a student by a parent/legal guardian:

1) if an employee suspects that a student has experienced one-time physical or mental violence from a parent/legal guardian, the employee is obliged to ensure the student's safety. In addition, he/she notifies the School Principal to conduct an interview, and if it is impossible, the employee is obliged to conduct interview with the student's parents/legal guardians himself/herself. The employee informs parents/legal guardians about the possibility of providing psychological support. In the event of the guardian's lack of cooperation or repeated violence, the employee is obliged to notify the appropriate social welfare center (in writing or by e-mail), and at the same time submits an application to the family court for insight into the family's situation;

2) if an employee suspects that a minor is neglected or his or her guardian is ineffective, the employee should take care of the student's safety. He/she should notify the School Principal and talk to the parents/legal guardians, advising psychological support and the possibility of material support. If the student's situation does not improve, the employee is obliged to notify the social welfare center.

4. In the event of a case of cyberbullying or sexual abuse in the form of showing pornographic content to a minor, an additional element of the intervention is to secure evidence and determine the circumstances of the event:

- 1) note the date and time of receipt of the material, the content of the message and, if possible, the sender's details (user name, email address, mobile phone number), or make a screenshot (using Control and Print Screen, then "Paste" in a Word document or graphics program) and save it in a readable format;
- 2) all persons involved in the case (school principal, pedagogue, psychologist, parents and the police, if the law is broken) should be familiarised with the material;

- 3) the perpetrator of cyberbullying/sexual abuse must be identified – in the case of a School student, an intervention procedure is required;
- 4) if it is not possible to identify the perpetrator (e.g. it is not an employee of the school, another student, employee of an organization or company cooperating with the School), contact the service provider in order to remove the compromising/harmful materials from the public domain;
- 5) if the identity of the perpetrator cannot be established and the law has been broken, you must immediately contact the police.

5. An essential element of the intervention is to provide psychological and pedagogical assistance to the injured student, monitor their situation, ensure safety and emotional support from adults, and ensure that the school takes all necessary steps to resolve the difficult situation. All activities should be carried out discreetly and confidentially, so as not to expose the persons reporting the problem to revenge and threats from the perpetrator of violence.

6. Detailed procedures for dealing with the most common internal threats are included in Annex 8.

§ 10

1. In each case of noticing abuse of a student, it is necessary to complete the Intervention Form, the template of which is attached as Appendix 3.
2. The form is attached to the minor's personal file. In case of suspicion towards an employee, also to the personal file of the School employee.

CHAPTER 5

RULES FOR THE PROTECTION OF MINOR'S PERSONAL DATA

§ 11

The personal data of a minor are protected under the principles set out in the Act dated May 10, 2018 on the protection of personal data and the Regulation of the European Parliament and Council (EU) 2016/679 of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (General Data Protection Regulation).

1. A School employee is obliged to keep secret the personal data he/she processes and to keep secret the methods of securing personal data against unauthorized access.
2. The student's personal data can be shared only with authorized persons and entities upon separate regulations.

§ 12

A School employee may use information about a student for training or educational purposes only while maintaining the student's anonymity and in a way that prevents the student from being identified.

§ 13

- 6) The School employee does not provide information about the minor or his/her guardian to media representatives.
- 7) A School employee, in exceptional and justified situations, may contact minor's parent/guardian and ask him/her for consent to provide his/her contact details to media representatives. If consent is given, the School employee provides the media representative with contact info of the minor's parent/guardian.
- 8) The School employee does not contact media representatives with a minor, nor does he or she speak to media representatives about the case of the minor or his/her parent/guardian. This also applies to situations when a School employee is convinced that his/her statement is not recorded in any way.

§ 14

1. In order to record media material, selected rooms of the School may be made available to the media representatives. The decision on making the room available is made by the Principal.
2. When making the decision referred to in the preceding point, the School Principal instructs the school secretary to prepare a selected room in order to record media material in a way that will prevent filming of students staying at the School.

CHAPTER 6

RULES FOR PROTECTING STUDENTS' IMAGE

§ 15

School employees, recognizing the student's right to privacy and protection of personal rights, ensure that the student's image will be protected.

§ 16

1. A School employee is not allowed to allow media representatives to record the image of a student (i.e. filming, photographing) on the School premises without the written consent of the minor's parent/guardian.
2. In order to obtain the consent of the minor's parent/guardian to record the student's image, a School employee may contact the minor's parent/guardian regarding this matter.
3. If the image of a minor is only a detail of a whole, such as a gathering, landscape, or public event, the consent of the guardians to record the image of the minor is not required.

§ 17

1. Publication of the student's image recorded by a School employee in any form (i.e. photography, audio-video recording) requires the written consent of the student's guardian.
2. Before recording the image of a minor, the student and his/her parent/guardian should be informed about where the image will be published and in what context it will be used.

CHAPTER 7

PROCEDURES FOR PROTECTING STUDENTS FROM HARMFUL CONTENT AND THREATS ON THE INTERNET AND RECORDED IN OTHER FORMS

§ 18

1. The school provides access to the Internet only during classes under the supervision of a teacher and takes steps to protect students from content that may pose a threat to their proper development.
2. Rules for safe use of the Internet and electronic media:
 - 1) A person designated by the Principal is responsible for IT security. This person's duties include, among others:
 - a) software installation and update,

- b) checking, at least once a month, if there is no dangerous content on computers used by students. If dangerous content is found, a designated employee tries to determine who used a given computer when dangerous content was watched/download. A designated employee informs the Principal about the student who watched/download dangerous content. The Principal arranges for the student a meeting with the psychologist or Class Teacher about Internet safety. If, as a result of the meeting, the psychologist/Class Teacher receives information that the student is being harmed, he or she takes the actions described in the intervention procedure.
- 2) The teacher is always obliged to inform minors about the rules of safe Internet use, and also supervises the safety of using computers with Internet access during classes. He/she also draws attention to the dangers that minors are exposed to e.g. hacker attacks, phishing, ransomware, pornographic content and, above all, cyberbullying.
 - 3) During guidance lessons with Class Teachers, they will conduct workshops on safe use of the Internet (at least once a school year).

CHAPTER 8

RULES FOR DETERMINING A STUDENT'S SUPPORT PLAN AFTER REPORTING THE HARM

§ 19

1. In addition to applying the intervention procedure, the School Principal creates a support group for harmed student.
2. The group always includes the Principal, the Class Teacher and a school psychologist.
3. The group may expand to include more specialists depending on the situation.
4. The support group meets to determine what help the student will need immediately and in the long run.
5. The support group creates an IAP (Individual Action Plan) – the document is stored in the student's files.
6. IAP contains primarily information about the actions taken and the meeting agenda with specialists/guardians/teachers and the expected duration of support.

7. Conclusions from meetings with a school psychologist are sensitive data of students and are not attached to the IAP, the exception is a situation where the student's life or health is at risk (e.g. about planned suicide).

CHAPTER 9

PROCEDURES OF CREATING THE "BLUE CARDS"

§ 20

1. The main goal of the "Blue Cards" is to improve the assistance offered by the School, but also to create conditions for a systemic, interdisciplinary model of working with the family.
2. If a student comes to any employee at the School and reports that he/she is a victim of violence, that employee should initiate the "Blue Card" procedure. Each time School employee receive information about the occurrence of violence, he/she must take action.
3. The "Blue Cards" procedure is used every time an intervention is undertaken in the event of suspected harm to a student, described in Chapter 3.
4. The "Blue Cards" procedure is attached as Appendix 4 to these standards.

CHAPTER 10

RULES FOR UPDATING THE STANDARD FOR THE PROTECTION OF MINORS AND THE SCOPE OF COMPETENCES OF PERSONS RESPONSIBLE FOR PREPARING SCHOOL EMPLOYEES TO APPLY THEM

§ 21

1. The procedure for updating the Standard takes place at least once every 2 years.
2. The School Principal is responsible for the Standards for the Protection of Minors.
3. The Principal supervise the implementation of the Standards, responds to their violation and coordinates changes in the Standards, while maintaining a register of notifications and proposed changes.
4. The Principal is obliged to conduct a survey among School employees (at least once a year), the template of which is attached as Appendix 5 to this Standard.
5. After conducting the survey, a report is prepared.
6. In the survey, School employees may propose changes to the Standards and indicate violations of the Standards at the School.
7. When monitoring the Standards, the School Principal may appoint a person to conduct a survey among students regarding minors' awareness of the forms of assistance provided by the School.
8. The Principal may appoint a coordinating team if she considers that such a team will contribute to better implementation of the Standards or will allow for a faster reaction in a situation when the Standards require updating.
9. If necessary, the Principal develops and introduces changes to the Standards and approves them.
10. The Principal announces to the School employees the new version of the Standards for the Protection of Minors.

CHAPTER 11

RULES FOR SHARING STANDARDS TO PARENTS AND STUDENTS

§ 22

1. The „Standards for the Protection of Minors" document is a School document publicly available to the School staff, students and their parent/guardians.
2. The document is published on the School's website and is available at the School Office.

3. The document is discussed at the first meeting with parents/guardians in a given school year (unless it changes, then it is also discussed at the first meeting held after the changes are introduced).
4. The Class Teacher gives the parent/guardian a declaration to sign that he or she has read the Standards, a template of which is attached as Appendix 2 to these Standards.
5. During guidance lessons with Class Teachers, they are obliged to familiarize students with the Standards and discuss them in such a way that students can understand them regardless of age.

CHAPTER 12

SUPERVISION OVER THE IMPLEMENTATION OF STANDARDS FOR THE PROTECTION OF MINORS

§ 23

The person responsible for supervising the implementation of the Standards for the Protection of Minors and responding to signals of their violation is the School Principal.

CHAPTER 13

FINAL NOTES

§ 24

1. The Standards for the Protection of Minors come into force on the day of their announcement.
2. The announcement is made in a manner accessible to School employees, students and their parents/guardians, in particular by sending the document electronically and by posting it on the website, as well as informing students' parents via the electronic journal or by e-mail.

*Appendix nr 1 to the Standards for the Protection of Minors
at the Private Polish-English Primary School
"Vancouver Schools" in Warsaw*

**DECLARATION OF NO CRIMINAL RECORD AND OBLIGATION TO COMPLY
WITH STANDARDS FOR THE PROTECTION OF MINORS**

I,

PESEL....., hereby declare that I have not been convicted of a crime
against sexual freedom and decency, or a crime involving violence against of a minor, and
there are no criminal or disciplinary proceedings pending against me in this regard.

.....
city, date

.....
signature

*Appendix nr 2 to the Standards for the Protection of Minors
at the Private Polish-English Primary School
"Vancouver Schools" in Warsaw*

**DECLARATION OF KNOWLEDGE AND COMPLIANCE WITH THE STANDARDS
FOR THE PROTECTION OF MINORS IN PRIVATE POLISH-ENGLISH
PRIMARY SCHOOL "VANCOUVER SCHOOLS" IN WARSAW**

I,
PESEL....., hereby declare, that I have read the Standards for the
Protection of Minors applied at the Private Polish-English Primary School "Vancouver
Schools" in Warsaw and I declare that I will comply with them.

.....
city, date

.....
signature

*Appendix nr 3 to the Standards for the Protection of Minors
at the Private Polish-English Primary School
"Vancouver Schools" in Warsaw*

**KARTA INTERWENCJI OBOWIĄZUJĄCA W NIEPUBLICZNEJ
POLSKO-ANGIELSKIEJ SZKOLE PODSTAWOWEJ
„VANCOUVER SCHOOLS” W WARSZAWIE**

Student's name and surname		
Reason for intervention (form of harm)		
The person reporting the intervention		
Description of actions taken by staff/psychologist	Date	Action taken
Meetings with the minor's guardians	Data	Action taken
The form of the intervention undertaken	Notification to the police Notification of suspected crime Application for insight into the family's situation Another type of intervention (what?)	
Data regarding the intervention (name of the authority to which the intervention was reported) and date of the intervention		
Results of the intervention:	Date	Action taken

actions of justice system, actions of the school, actions of parents		
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**BLUE CARD – PROCEDURES AND IMPLEMENTATION IN PRIVATE
POLISH-ENGLISH PRIMARY SCHOOL
"VANCOUVER SCHOOLS" IN WARSAW**

The "Blue Cards" procedure - counteracting domestic violence

1. Domestic violence is a single or repeated intentional act or omission violating the rights or personal rights of family members, as well as other persons living or farming together, in particular endangering these persons to the risk of loss of life or health, violating their dignity, bodily integrity, freedom, including sexual freedom, causing damage to their physical or mental health, as well as causing suffering and moral harm to people affected by violence.
2. From September 28, 2023, the provisions of the Regulation of the Council of Ministers of September 6, 2023 on the "Blue Card" procedure and "Blue Card" form templates apply (Journal of Laws of 2023, item 1870).
3. Types of domestic violence:
 - 1) physical violence;
 - 2) emotional violence
 - 3) neglect;
 - 4) sexual abuse;
 - 5) a minor witnessing violence.
4. The "Blue Cards" procedure imposes specific tasks on the school in the event of a justified suspicion of domestic violence against a student, if, for example, the student:

- a) has traces of physical violence - traces of blows, burns, bruises, wounds, frequent swellings, fractures, dislocations, etc.
 - b) has signs of psychological violence - bedwetting, excessive sweating, pain, speech disorders related to nervous tension, etc., shows difficulties in establishing contact, has low self-esteem, withdrawal, anxiety, depression, tearfulness, destructive behavior, aggression, apathy, distrust, becoming dependent on others, intimidation, avoiding conversations, etc.,
 - c) his/her clothes are dirty, inappropriate for the season, his/her development, height and weight are inappropriate for his/her age, does not seek medical help despite having a chronic illness, etc.
5. The card is an important element in the fight against domestic violence because it documents the situation of the harmed student and constitutes evidence in preparatory proceedings and a possible criminal case of domestic violence.
 6. Recognizing domestic violence and completing the "Blue Card" is the beginning of the process of supporting a victim of violence.
 7. Intervening in a family affected by violence based on the "Blue Cards" procedure does not require the consent of the student affected by violence.
 8. The procedure is initiated at school by completing the "Blue Card" form - A in the presence of a student suspected of being affected by domestic violence. By initiating the procedure, intervention measures are taken to ensure the safety of such a student.

Implementation of the "Blue Cards" procedure in Private
Polish-English Primary School "Vancouver Schools" in Warsaw

1. "Blue Cards" are created by a teacher who is suspecting that there is a problem of violence in the student's family (the decision to create the "Blue Cards" should be made after consultations with the School Principal).
2. The procedure is initiated by completing the "Blue Card - A" form in the presence of a student suspected of being affected by domestic violence.
3. In the event of suspicion of domestic violence against an underage student, undertaken action and implemented solutions are carried out in the presence of the parent or legal guardian.
4. If the persons suspected of using domestic violence against a minor are parents, legal or actual guardians, activities involving the student shall be carried out in the presence of the closest adult person.
5. Activities involving a student suspected of being affected by domestic violence should, if possible, be conducted in the presence of a school psychologist.
6. Additionally, after completing the "Blue Card - A" form, the "Blue Card -B" form is submitted to the student suspected of being affected by domestic violence,.
7. If domestic violence concerns an underage student, the "Blue Card - B" form is submitted to the parent, legal or actual guardian or to the person who reported suspicion of domestic violence (the "Blue Card - B" form is not provided to the person , who is suspected of using domestic violence).
8. The completed "Blue Card - A" form is immediately submitted to the School Principal, no later than within 5 business days from the date of initiation of the procedure.

*Appendix nr 5 to the Standards for the Protection of Minors
at the Private Polish-English Primary School
"Vancouver Schools" in Warsaw*

STANDARD'S MONITORING SURVEY FOR EMPLOYEES

Nr.	Answer the questions below	Yes	No
1.	Do you know the Standards for Protection of Minors applicable at our school?		
2.	Do you know the content of this document?		
3.	Do you think you can recognize abused student syndromes?		
4.	Do you know how to respond to symptoms of student abuse?		
5.	Have you observed a violation of the principles set out in the Standards and other regulations and procedures by another employee? (If so, describe them in the table below)		
6.	Do you have any comments/suggestions/thoughts related to the "Standards for the Protection of Minors" functioning at the School? (If so, describe them in the table below)		
7.	Are there any activity related to the adoption of the Standards perceived as difficult or are you reluctant to implement it for other reasons?		
IF YOU ANSWERED YES TO QUESTION 5:			
WRITE: What rules were violated?			
WRITE: What actions did you take?			
WRITE: Do you have any suggestions for improving the current standards?			

*Appendix nr 6 to the Standards for the Protection of Minors
at the Private Polish-English Primary School
"Vancouver Schools" in Warsaw*

STANDARD'S MONITORING SURVEY FOR STUDENTS

Nr.	Answer the questions below	Yes	No
1.	Do you know the Standards for Protection of Minors applicable at our school?		
2.	If you experience violence or harm, do you know who you can ask for help?		
3.	Was there anyone who helped you and provided assistance?		
4.	Have you witnessed aggression/violence used against someone else? (If so, describe below the table how did you react?)		
5.	Is there a problem of violence or aggression in your class (If so, describe below the table what the problem is, who initiated the aggressive behavior, who did you inform about the situation?)?		

*Appendix nr 7 to the Standards for the Protection of Minors
at the Private Polish-English Primary School
"Vancouver Schools" in Warsaw*

**DECLARATION OF THE MINOR'S PARENT/GUARDIAN KNOWLEDGE
OF THE STANDARDS FOR THE PROTECTION OF MINORS**

I,, hereby declare that I have read
the "Standards for the Protection of Minors" applied at the Private Polish-English Primary
School "Vancouver Schools" in Warsaw.

.....
city, date

.....
signature

Procedures for dealing with the most common internal threats

1. Aggressive behaviour of a student at school:

a) Physical aggression:

- Responsible persons - the procedure is initiated by the person who noticed the inappropriate behaviour or to whom it was reported; the actions taken during the procedure are directed by the school principal or a person designated by her.
- Procedure - immediate action should be taken to stop and eliminate this phenomenon. It is the duty of every school employee who has observed an attack of physical aggression or has been informed about it to stop this behaviour. The school employee should firmly and resolutely convey to the participants of the incident that they do not consent to such behaviour. It is necessary to speak clearly, loudly, firmly, and use short messages. If necessary, care should be taken to separate the fighting students and prevent them from making further contact. In the event of a threat to life (when the injured person is unconscious), the teacher/psychologist or school principal immediately calls an ambulance, even without obtaining the consent of the parents (legal guardians). The teacher/school psychologist and class teachers conduct interviews with the parents/legal guardians of both parties and with the perpetrator and the victim. They make a note of the interviews. The teacher/school psychologist should provide specialist help to the victim of violence and indicate how to deal with similar situations. Witnesses to the incident should be interviewed, the concepts of emotions, aggression, violence should be explained, and the standards of conduct and ways of reacting should be reminded. In the event of further attacks by the aggressor – with visible consequences of beatings – the school refers the case to the police, whose actions determine the fate of the perpetrator of violence. The consequences provided for in the school statute and regulations are applied to the aggressor.

b) Verbal aggression:

- Responsible persons – the procedure is initiated by the person who noticed the inappropriate behaviour or to whom it was reported; the actions taken during the procedure are directed by the school principal or a person designated by them.

- Procedure – immediate action should be taken to stop and eliminate this phenomenon. The class teacher and/or principal, pedagogue/psychologist should be notified. The teacher (and pedagogue or psychologist) conducts a conversation with the student to explain the circumstances of the incident. Conversations with the victim and the aggressor should be conducted separately. The teacher (and pedagogue/psychologist) conducts conversations with the perpetrator and the victim in order to determine the circumstances of the incident, and agrees with the perpetrator on the form of compensation.

The parents/legal guardians of the participants in the incident should be informed about the incident. The pedagogue/school psychologist should provide specialist assistance to the victim of violence, and indicate how to deal with similar situations. It is necessary to conduct a conversation with witnesses to the incident, explain the concepts of emotions, aggression, violence, remind them of the standards of conduct and ways of reacting.

In serious cases, e.g. obtaining information about the commission of a crime prosecuted ex officio or a crime prosecuted at the request of the injured party, the police are notified. The consequences provided for in the school statute and regulations are applied to a student displaying aggressive behavior.

2. Distribution of pornography at school:

- Persons responsible - the procedure is initiated by the person who noticed the inappropriate behavior or to whom it was reported; the actions taken during the implementation of the procedure are directed by the school principal or a person designated by them.

- Procedure - in the event that a teacher/parent or another person receives information about the distribution of pornography by a student on the Internet or at school, immediately notify the school principal of the incident. In the event that the student provides information about the people who showed pornographic materials, ensure their anonymity in order to avoid possible consequences related to violence

directed against this student by the perpetrators of the incident. The principal provides the school staff with information about the identified threat without indicating a specific student. The class teacher and the pedagogue/school psychologist undertake preventive actions among the students in order to discuss the threats posed by publishing pornographic materials and to indicate the possible consequences of such actions. The principal summons the parents/legal guardians of the student who distributed pornographic materials to school. The teacher, pedagogue, school psychologist conducts a conversation with the parents/legal guardians of the student who distributed pornographic materials.

3. A student committing a criminal act (the case may concern a student who committed the act after reaching the age of 13, but has not reached the age of 17; in such a case, the provisions of the Act on Juvenile Proceedings of 26 October 1982, Journal of Laws 1982, No. 35, item 228, as amended, apply).

- Responsible persons – the procedure is initiated by the person who noticed the commission of a criminal act, or to whom it was reported; the actions taken during the procedure are directed by the school principal or a person designated by him/her.
- The procedure to be followed in relation to a student who has committed a criminal act – a person who witnessed the commission of a criminal act or noticed a threat is obliged to notify the school principal. The school principal is responsible for establishing the circumstances of the act and any witnesses to the event. In the event that the perpetrator is a minor/underage student of a given school staying on its premises, persons designated by the principal should detain and hand him over to the school principal or school counselor/psychologist for care. The school principal should notify the student's parents/legal guardians of the situation. The school principal is obliged to immediately notify the police if the case is serious (e.g. robbery, bodily harm, etc.). His duties also include securing any evidence or objects originating from the crime and handing them over to the police. The school principal has no right to carry out activities reserved for the police (e.g. interrogation, search).
- Procedure in relation to the victim of a criminal act - a person who witnessed the commission of a criminal act or noticed a threat should provide the victim with first aid (premedical) or ensure its provision by calling a doctor, in the event that the victim has suffered injuries. The witness should inform the school principal about

the situation, who is obliged to immediately notify the parents/legal guardians of the student – the victim of the criminal act. The school principal should immediately call the police, especially in the case when there is a need for professional securing of traces of the crime, determining the circumstances and possible witnesses to the event. The victim of a criminal act should receive all necessary help and support from a pedagogue and school psychologist.