

Polish British Academy

Primary School



STANDARDS FOR THE PROTECTION OF MINORS

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Preamble

Polish British Academy, headquartered in Warsaw, hereinafter referred to as PBA, fully acknowledges its responsibility for child protection. The guiding principle of all actions undertaken at the school is the concern for the safety of all students, the protection of their rights, and the care for their holistic development. This document aims to implement mechanisms and procedures that ensure a safe environment for children at school and fulfil the legal obligations regarding the Standards for the Protection of Minors (Act of 28.07.2023 amending the Act - Family and Guardianship Code and certain other acts (Journal of Laws 2023, item 1606), under which provisions regarding the Standards for the Protection of Minors were introduced into the Act of 13.05.2016 on counteracting threats related to sexual crimes and protecting minors (Journal of Laws 2024, item 560)). In our school, every child is treated with respect and with consideration for their needs. School employees act within their competencies, in accordance with applicable law and internal school regulations. Our policies apply to all employees, management, students, teachers, volunteers, and individuals cooperating with the school.

THE LEGAL FRAMEWORK OF THE CHILD PROTECTION POLICY

- The United Nations Convention on the Rights of the Child, adopted by the United Nations General Assembly on November 20, 1989 (Journal of Laws 1991, No. 120, item 526, as amended)
- The Constitution of the Republic of Poland, dated April 2, 1997 (Journal of Laws No. 78, item 483, as amended)
- The Family and Guardianship Code Act of February 25, 1964 (consolidated text: Journal of Laws 2020, item 1359)
- The Act of July 28, 2023, amending the Family and Guardianship Code and certain other acts (Journal of Laws, item 1606)
- The Act of May 13, 2016, on counteracting threats related to sexual crimes (consolidated text: Journal of Laws 2023, item 31, as amended)
- The Act of July 29, 2005, on counteracting domestic violence (consolidated text: Journal of Laws 2021, item 1249)
- The Penal Code Act of June 6, 1997 (consolidated text: Journal of Laws 2022, item 1138, as amended)
- The Code of Criminal Procedure Act of June 6, 1997 (consolidated text: Journal of Laws 2022, item 1375, as amended)
- The Civil Code Act of April 23, 1964 (consolidated text: Journal of Laws 2022, item 1360, as amended) – Articles 23 and 24
- The Code of Civil Procedure Act of November 17, 1964 (consolidated text: Journal of Laws 2023, item 1550, as amended).

KEY TERMS

- **Employee** – any person employed by Polish British Academy, regardless of the form of employment, including volunteers and interns, who, under their role or tasks, have, even potentially, contact with children.
- **Minor (child, student, pupil)** – any person under the age of 18.
- **Parent** – the legal representative of a child under their parental authority.
- **Consent of the legal guardian** – consent from one person is sufficient if the child is under the parental authority of both parents.
- **Child's personal data** – is any information enabling the child's identification.
- **Abuse** – any intentional or unintentional act or failure to act by any person that harms a child.

Forms of abuse include:

- **Physical abuse** – violence that results in actual or potential physical harm to the child; this includes hitting, pushing, pulling, choking, pulling hair, biting, throwing objects, etc. Harm can also occur when a parent or guardian of a child fakes symptoms or intentionally causes illness in the child they are caring for – such a situation constitutes a factitious illness (induced or invented);
- **Emotional abuse** – harmful interactions between a child and a caregiver, including rejection, terrorising, coercion, defamation, humiliation, belittling, blackmailing, ridicule, judging/classifying personal traits such as gender, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, etc. This can cause serious, lasting negative effects on the child's emotional development, instilling fear, insecurity, a sense of being unloved, or low self-esteem.
- **Neglect** – failing to meet a child's basic physical and/or psychological needs, or failing to respect their basic rights by parents, guardians, or others responsible for the child's care, upbringing, and protection. This can result in serious harm to the child's health or development. Neglect occurs when a parent or guardian fails to provide adequate food, protect the child from physical harm or danger, or not ensure access to appropriate medical care or treatment.
- **Sexual abuse** – forcing or encouraging a child to engage in sexual activities by an adult, regardless of whether the child is aware of it. Sexual abuse includes behaviours involving physical contact – touching intimate body parts, penetrative acts, rape – as well as non-contact behaviours such as exhibitionism, verbal harassment, exposure to pornographic material, and grooming (online predation aimed at establishing contact). A child witnessing abuse is also considered an abused child.

- **Peer violence** – any non-accidental acts that violate the personal freedom of individuals or contribute to the physical or mental harm of a person, going beyond the social principles of mutual relations.

STANDARD 1: POLICY

In order to fulfil the obligation of implementing the Standards for the Protection of Minors, Polish British Academy has updated its existing Internal Child Protection Policy. These Standards for the Protection of Minors are a document that outlines a set of principles and procedures to be followed in situations where the safety of minors is at risk. The primary goal is to protect children from various forms of violence and to create a safe, friendly environment at school where students can learn and grow. An important aspect of the school's actions in this regard is raising awareness about child protection and equipping students with the skills necessary to ensure their safety.

SUPPORT STRATEGIES

The school administration and management understand that students who are victims of abuse or witnesses to violence may struggle with developing a sense of self-worth. They may experience feelings of helplessness, humiliation, and guilt. The school may be the only stable, safe, and predictable element in the lives of at-risk students. In school, their behaviour may be challenging, or they may become withdrawn. It is important to remember that a child who witnesses abuse is also considered an abused child.

The school will strive to support students through:

- The content of study programmes and the educational-preventive program;
- The school's ethos, which promotes a positive, supportive, and safe environment, giving students a sense of being valued;
- Meetings and workshops with the school's psychological and pedagogical staff;
- Cooperation with other agencies, if possible, following consultation with the Child Protection Specialist (DSL).

PBA will consider taking disciplinary action against any employee or representative of the school if it is deemed that students are at risk of abuse from their actions—even in cases where no criminal proceedings take place.

IMPLEMENTATION STRATEGY

The school will:

- Create and maintain an environment where students feel safe, are encouraged to speak up, and are listened to;
- Ensure that students know there are adults in the school they can turn to if they are worried about anything;
- Incorporate Personal, Social, Health and Economic Education (PSHE) into the curriculum, providing opportunities for students to develop the skills needed to recognize and protect themselves from abuse;
- Appoint staff responsible for child protection. Currently, these individuals are the Child Protection Specialist (DSL): Aleksandra Kuszaj and the Director of Child Protection (DGS): Magdalena Eysmont;
- Ensure that all staff members (including temporary and support staff, as well as volunteers) know the name of the designated person responsible for child protection and their role;
- Make sure that all employees, trainee teachers, and volunteers understand the need to be alert to signs of abuse and the responsibility to report any concerns to the Child Protection Specialist (DSL);
- Keep written records of concerns regarding students, even if there is no immediate need for action;
- Ensure that all documentation is securely stored in a location separate from the student's main file;
- Develop and follow procedures in cases where an allegation is made against a staff member or volunteer, and ensure that recruitment practices comply with staff verification protocols.

THE INTERNAL CHILD PROTECTION POLICY ADOPTED BY PBA DEFINES:

- Safe recruitment and staff verification procedures.
- Procedures for responding to abuse.
- Procedures and individuals responsible for receiving reports, documenting them, and taking further supportive and protective actions.
- Rules for safe relationships between staff and minors, including prohibited behaviours.
- Rules for safe relationships between children, including prohibited behaviours.
- Guidelines for safe use of the Internet and electronic media.
- Rules for protecting personal data and images.
- Principles for disseminating, evaluating, and updating the standards.

STANDARD 2: PERSONNEL

The school applies safe staff recruitment policies and regularly monitors and educates staff to prevent child abuse.

STANDARD 3: PROCEDURES

The school has implemented and follows intervention procedures that are known and made available to the entire staff. Every employee knows to whom they should report cases of abuse against minors and who is responsible for intervention actions. Each staff member is provided with contact details of local institutions responsible for preventing and intervening in cases of abuse against minors.

STANDARD 4: MONITORING

The school monitors and, if necessary, evaluates and updates the Standards for the Protection of Minors at least once every two years. This process involves consultations with staff, students, parents, and legal guardians.

Safe Recruitment and Staff Verification Procedures

1. Before establishing an employment relationship and permitting any activity related to education, upbringing, or care of minors, the school's management fulfils the obligations outlined in Article 21 of the Act of May 13, 2016, on counteracting threats related to sexual crimes and protecting minors (Journal of Laws 2024, item 560).
2. All candidates for employment at Polish British Academy are required to provide a criminal record certificate from the National Criminal Register and contact information for at least two referees. These referees must complete a form (Appendix 1) informing the school about the candidate's previous employment.
3. The school's management verifies whether the person to be hired is listed in the restricted access registry or in the registry of individuals for whom the National Commission for Counteracting the Sexual Abuse of Minors under the age of 15 has issued a ruling for inclusion in the registry. These registries are available at: <https://rps.ms.gov.pl/pl-PL/Public#/>.

4. Individuals with citizenship in countries other than Poland must also provide a criminal record certificate from their country of citizenship for professional or volunteer activities involving contact with children.
5. A job candidate must submit a statement to the Head of the school about the countries they have resided in during the last 20 years, other than Poland and their country of citizenship, and provide criminal record information from those countries for professional or volunteer activities involving contact with children.
6. If the laws of the country mentioned in points 4 or 5 do not provide for issuing criminal record information for professional or volunteer activities involving contact with children, the candidate must provide information from the criminal register of that country.
7. If the country's laws do not allow for issuing the required information or if the country does not maintain a criminal register, the individual must submit a statement to the Head of the school confirming that they have not been convicted in that country for offences corresponding to crimes under chapters XIX and XXV of the Penal Code, Article 189a, and Article 207 of the Penal Code, or the Act of July 29, 2005, on counteracting drug addiction (Journal of Laws 2023, item 1939). The statement must also confirm that no court, other authorised body, or law imposes a restriction prohibiting them from holding any or specific positions, practising certain professions, or engaging in activities related to the education, upbringing, leisure, psychological care, spiritual development, sports, or other interests of minors, or caring for them.
8. The statements referred to in points 5 and 7 must be submitted under the threat of criminal liability for making false declarations. The person making the declaration must include the following clause: "I am aware of the criminal liability for making a false declaration." This clause replaces the need for authorities to inform the individual about the consequences of making a false declaration.
9. The verification of individuals to be hired, as recorded in the restricted access registry or the registry of individuals for whom the National Commission for Counteracting the Sexual Abuse of Minors under the age of 15 has issued a ruling for inclusion, is documented by PBA through a printed copy attached to the employee's personal file or the documentation of the person to be hired.
10. To fulfil the above obligations, the following appendices may be used:
 - Appendix 2: Declaration of no criminal record if it is not possible to provide data from the registers.
 - Appendix 3: Declaration of countries of residence.
 - Appendix 4: Provision of information for verifying whether the person to be employed appears in the Register of Sexual Offenders.

To ensure an equal opportunities policy, the school:

- Seeks to provide equality, fairness, and respect for all individuals employed on a fixed-term, part-time, or full-time basis.
- Does not discriminate against candidates on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (including skin colour, nationality, ethnic or national origin), religion or belief, sex, and sexual orientation.
- Opposes and avoids all forms of unlawful discrimination. This includes matters related to pay and benefits, terms of employment, handling of complaints and discipline, dismissal or termination of employment, parental leave, flexible working requests, as well as recruitment, promotion, training, or other developmental opportunities.

In all cases, the school must maintain records identifying each employee, regardless of the basis of employment, including first and last names, date of birth, and the employee's contact details.

Reporting Employees Unsuitable for Working with Children

The Child Protection Specialist (DSL) will inform the appropriate authority about any employee no longer employed by the school, who, due to their behaviour, has been deemed unsuitable for working with children. This will be done within one month of the employee's last day of employment.

Reporting Abuse Cases

The school is not responsible for conducting official investigations. If a case needs to be reported to external institutions, it is done in accordance with Polish law, through agencies such as social services, family court, or, if necessary, the police.

Service Providers / External Workers

Occasionally, service providers such as electricians, plumbers, or construction workers may need to enter the school premises. Whenever possible, such services are scheduled outside school hours. However, if this is not feasible, an external service provider may work on school grounds only under the supervision of a school employee (e.g., the teacher conducting a class if the work is done inside the classroom, or an administrative employee if the work is performed in other parts of the building).

Rules for Safe Relationships Between Staff and Children

1. The fundamental principle of relationships between minors and school staff is to act in the best interest of the student, respecting their dignity, emotions, and needs.
2. School staff operate solely within the framework of applicable public law, internal school regulations, and their professional competencies and authority.
3. The rules for safe relationships between staff and children apply to all employees (both teaching and non-teaching), interns, trainees, and volunteers.
4. The basic standards governing the principles mentioned in point 3 include, in particular:
 - Respecting the rights and dignity of the child, allowing them to express their opinions.
 - Respecting the child's right to privacy.
 - Maintaining a professional relationship with the student, responding in a non-threatening, appropriate, and fair manner to all students.
 - Demonstrating patience and respect in communication with students.
 - Showing interest in and providing support to children, and being open to conversations.
 - Not allowing unrestricted freedom for students, setting clear boundaries for behaviour and expectations.
 - Responding appropriately to the student's situation and psychological or physical capabilities, including adjusting communication for children with special educational needs.
 - Listening to the child and providing answers appropriate to their age, using language they can understand.

Prohibited Behaviors Toward Minors:

1. Using any form of violence against a child, including physical punishment, exploiting the power relationship or physical superiority through intimidation, coercion, threats, etc.
2. Shaming, humiliating, ignoring, or insulting the child.
3. Raising one's voice or shouting at the child, except in situations involving a safety threat to the child or others.
4. Touching a child in a manner that could be perceived as inappropriate or indecent.
5. Disclosing sensitive information (such as image, family, medical, legal, or economic situations) about the child to unauthorised individuals, including other students.
6. Behaving inappropriately in the presence of students, such as using vulgar language, making offensive remarks, or referencing sexual attractiveness.

7. Forming relationships with students that suggest romantic or sexual involvement, making inappropriate proposals, directing sexual comments, jokes, or gestures towards them, or sharing erotic or pornographic content with students in any form.
8. Capturing a child's image (filming, recording voice, photographing) for personal use.
9. Offering alcohol, tobacco products, or illegal psychoactive substances to students or consuming them in the presence of students.
10. Entering into dependency relationships with the child or their parents/guardians.
11. Behaving in a way that suggests private dependencies, leading to accusations of unequal treatment or financial gain.
12. Engaging with students via accepting or sending social media invitations.
13. Sleeping in the same room/bed as the child during trips or excursions.
14. Inviting students to one's place of residence.
15. Physical contact with a child must never be secretive, involve rewards, or result from a position of authority.

Rules for Safe Relationships Between Children

1. The fundamental principle in relationships between children is collegial cooperation based on mutual respect, taking into account the dignity and needs of all students at the school.
2. The standard is to create a school environment characterised by tolerance and a sense of responsibility for one's behaviour.
3. Students should accept the diversity and individuality of each person.
4. Safe and respectful relationships lead to increased student engagement in learning and reduce feelings of anxiety and school-related stress.
5. PBA students are involved in activities that provide them with opportunities to actively participate in school life, collaborate with others, and develop teamwork skills, including fostering positive relationships with children who have special educational needs or disabilities.

In mutual relationships between children, the following behaviours are strictly prohibited:

- The use of any form of physical and psychological violence, including cyberbullying, such as humiliating, harassing, persecuting, degrading, mocking, bullying, insulting, or defaming other students.
- Engaging in inappropriate behaviour, including the use of vulgar or offensive language, gestures, or jokes.
- Making offensive remarks toward others, including sexually explicit comments.

- Intimidation and threats.
- Vandalism and the destruction of one's own or another's property.
- Recording (including audio) and photographing other students without consent, particularly in intimate situations that may embarrass the child.
- Drinking alcohol or encouraging others to do so, as well as using any form of tobacco.
- Possession or distribution of materials, objects, or publications that promote violence, pornography, or hatred.
- Sharing or consuming any psychoactive substances among minors.
- Possession of any dangerous tools or weapons at school.

In the event of incidents such as conflicts between students, physical violence against another student, property damage, etc., school staff are required to complete a form from the **Student Incident Register** (Appendix 5), available at the following link: <https://docs.google.com/forms/d/e/1FAIpQLSd1Ta1fm4S2M2DgJGtwehHiJ9k5jXXIzCv37UyvUyPUeVnHhA/viewform>

The intervention register, along with intervention records, are kept electronically.

Role of the Head of School

The role of the Head of the school includes the following:

- Considering the suspension of any staff member (during an investigation) suspected of harassing a student or students. If such an allegation is made against the Head of the school, the governing authority assumes responsibility for these actions.
- Taking all necessary steps to ensure long-term protection and support for any student who has made an allegation of harassment or is allegedly a victim.
- Ensuring that any child being interviewed by the police is accompanied by a staff member of their choice who supports them.
- Ensuring the school's full cooperation with any subsequent investigation conducted by external institutions or the police.
- Make arrangements where feasible for any student who has been the subject of abuse to receive the necessary counselling and support, involving parents if appropriate.
- Collaborating with the designated Child Protection Specialist (DSL).

Principles and Procedures for Intervening in Cases of Suspected Abuse or Knowledge of Abuse of a Minor

1. Intervention is an action taken to protect the child and ensure their safety. The primary goal is to stop the abuse and provide the minor with safety through a prompt and effective response.
2. Intervention may take the form of:
 - a) Internal intervention – actions within the school aimed at stopping the abuse and providing support to the child.
 - b) External (legal) intervention – notifying authorities and services of suspected child abuse.
3. Intervention may be carried out through criminal, civil, or the "Blue Card" procedures.
4. Every staff member who notices or suspects signs of abuse in a child is obligated to act. This means reporting the observed incident in the form of an official note to those responsible for child protection at the school, i.e., Child Protection Specialist – Ms. Aleksandra Kuszaj, the school's administration, or the school psychologist.
5. The following signs should alert the school staff:
 - The minor has visible physical injuries (bruises, burns, bites, scratches, fractures, etc.) that are difficult to explain
 - The explanations given by the child regarding the injuries seem implausible and inconsistent, or the student often changes them
 - The child shows reluctance to participate in physical activities during lessons
 - The child excessively covers their body, inappropriately to the situation or weather
 - The child flinches when an adult approaches
 - The minor fears their parent or guardian
 - The student is afraid to return home
 - The child is passive, withdrawn, submissive, or frightened
 - The child suffers from recurring somatic complaints such as stomach aches, headaches, nausea, etc.
 - The minor wets themselves without cause or in specific situations, such as when seeing certain individuals
 - There is a sudden and noticeable change in the child's behaviour
6. If a school staff member suspects that a minor is being abused, they should conduct a conversation with the child in a way that reassures them that everything is being done to protect and support them, which means:
 - Staying calm, not panicking, or showing shock.

- Not promising confidentiality, but instead explaining that the information shared will only be passed on to the minimal number of people necessary to ensure the child's protection.
 - Reassuring the child that they are doing the right thing by confiding in an adult.
 - Ensuring the child that everything possible is being done to support them.
 - Allowing the child to tell their story without suggesting answers.
 - Explaining that notes will be taken about what the child says.
 - Showing the child that they are being believed.
 - Using age-appropriate language.
 - Asking open-ended questions such as: “Where?”, “How?”, “Who?”, “Tell me,” “Describe to me.”
 - Avoiding criticism of the alleged perpetrator in the child’s presence.
7. Always ensure that the student goes to a supportive environment after the conversation and is not left alone.
 8. The information obtained from the student should be immediately reported to the designated staff member, i.e., the Child Protection Specialist, who, if necessary, will report the case to the appropriate external authority. This should happen within 24 hours.
 9. After reporting the incident to the Child Protection Specialist (DSL) – Ms. Aleksandra Kuszaj, the staff member should promptly and thoroughly complete the Child Safeguarding form on Google Drive (Appendix 6) available at the following link:

https://docs.google.com/forms/d/e/1FAIpQLSf5Bohsage8mm5ilo23se2Dg_wAbdlmAXFkelv01OZcV4tFlg/viewform
 10. If visible injuries indicative of physical abuse are present on the child’s body, they should be documented using the child protection body map. However, students must not be asked to remove clothing for examination. (Appendix 7)
 11. Having reported the information to those responsible for child protection at the school, staff must follow their instructions.

Procedure for Handling Suspected Domestic Violence

1. Following Article 2, Section 1 of the Domestic Violence Prevention Act of July 29, 2005 (Journal of Laws 2024, item 424 as amended), domestic violence is understood as a single or repeated intentional action or failure to act that exploits physical, psychological, or economic superiority, violating the rights or personal integrity of the victim. Such actions include, in particular:
 - Endangering the victim's life, health, or property.
 - Violating their dignity, bodily integrity, or freedom, including sexual freedom.

- Causing physical or psychological harm, inflicting suffering or distress.
 - Restricting or depriving the victim of access to financial resources or the ability to work or achieve financial independence.
 - Significantly violating their privacy or instilling a sense of threat, humiliation, or torment, including through electronic communication.
2. A minor who witnesses domestic violence is also considered a victim of domestic violence.
 3. If a school employee suspects that a minor is being harmed, they must inform the Child Protection Specialist and the school's management and prepare an official note.
 4. The Child Protection Specialist, in the presence of the reporting school employee or psychologist, conducts a conversation with the child to establish basic facts (location of the incident, description of the event, witnesses, frequency, etc.). The conversation should take place in a setting that ensures the child's sense of security and privacy. The course of the conversation is documented in the form of an official note.
 5. If the child shows signs of serious bodily harm, school staff should call an ambulance or consider another form of first aid.
 6. The Head of the school arranges a meeting with the parents or legal guardians and informs them of the suspicions. The meeting includes the Child Protection Specialist or school psychologist, the Head, and the class teacher of the minor involved.
 7. During the meeting, the parents/guardians are informed of available support options for their home environment and the school's obligation to report the suspected abuse of the child to the appropriate institution (depending on the assessment of the situation: police, prosecutor's office, family court, social welfare centre, interdisciplinary team) and/or to initiate the "Blue Card" procedure by completing the Blue Card – A form.
 8. After the meeting with the parents or legal guardians, the school principal informs the relevant entities mentioned in point 7.
 9. If the suspicion of child abuse is deemed unfounded, an official note is made documenting this conclusion. However, further observation of the child is recommended.
 10. The Child Protection Specialist, together with other educators, develops a support plan for the minor, which is presented to the child's parents/legal guardians.
 11. The support plan, if necessary, takes into account the situation of children with disabilities or special educational needs.

Unexplained absence

○ The school will make every effort to obtain information about students who frequently miss classes without a reasonable explanation from their parents or legal guardians.

O Concerns regarding these children's situations may be reported by the Child Protection Specialist (DSL) to the relevant institutions.

Procedures for Suspected Crimes Against a Child Committed by a School Employee

1. The legal basis for criminal intervention in cases of suspected crimes against a child is Article 304 of the Code of Criminal Procedure of June 6, 1997 (Journal of Laws 2024, item 37) and Article 240 of the Penal Code of June 6, 1997 (Journal of Laws 2024, item 17).
2. Filing out a report of a suspected crime initiates a criminal investigation and allows law enforcement agencies to take action.
3. If the suspicion involves a school staff member, the person responsible for child protection must immediately inform the Head and the Child Protection Specialist.
4. If the suspicion of a crime against a child involves the person responsible for child protection at the school, the person who disclosed or observed the suspected abuse must write and submit an official note.
5. The Head organises a meeting with the employee and informs them of the suspicion. The meeting includes the Child Protection Specialist, the school psychologist, and the class teacher of the affected student. The purpose of the meeting is to discuss the situation of the minor and the validity of the suspicion, which will influence further proceedings. The course of the conversation and the decisions made are documented in an official note.
6. The Head immediately removes the employee from any form of contact with children until the situation is resolved.
7. If the suspicion of abuse is found to be unfounded, the Head and those present at the meeting document this fact in an official note.
8. If the suspicion of child abuse by a staff member is valid, the Head informs the child's parents or legal guardians and the appropriate institutions.
9. In cases where the suspicion is confirmed, the Child Protection Specialist, together with other specialists working at the school, develops a support plan for the minor, which includes:
 - Actions taken by the school to ensure the child's safety.
 - Forms of support provided to the minor by the school, in collaboration with other institutions.
 - Referral of the child to other entities specialising in supporting abused children, if necessary.
10. The support plan is provided to the child's parents/legal guardians, with a recommendation for cooperation in its implementation. The plan takes into account the needs of students with disabilities and minors with special educational needs.

11. In cases where the suspicion of a crime by the staff member is confirmed, steps are taken following the Labor Code and other legal regulations.
12. All school employees and individuals who, in the course of their duties, have gained knowledge of the abuse of a minor, are obligated to maintain confidentiality. Disclosing such information to unauthorised persons may result in legal consequences.

Procedure for Intervention in Cases of Peer Violence

1. A school employee who witnesses aggressive behaviour among minors is required to:
 - Immediately and firmly respond verbally to the situation, and in the case of physical aggression (fighting), take steps to separate the children without using physical aggression (e.g., no pushing or pulling the students).
 - Isolate the aggressive child from the group.
 - Avoid allowing aggression to be directed toward themselves.
 - Call for help if necessary (from another teacher or staff member).
 - Assist the child who has experienced aggression.
 - Ensure the safety of the other minors.
2. In cases of suspected peer violence, a conversation should be conducted with both the child suspected of causing harm and their parents/guardians, as well as the child experiencing harm and their parents/guardians.
3. These conversations should be conducted separately by the Child Protection Specialist (DSL) or another designated person.
4. If other children are believed to have knowledge of the suspected harm, they should also be interviewed in a safe environment, ensuring that they can speak freely. The purpose of the conversations is to determine the course of events and the impact of the harm on the mental and physical health of the child experiencing the abuse.
5. The findings from these conversations should be documented on an intervention form (Appendix 8).
6. Separate intervention forms should be created for both the child experiencing harm and the child suspected of causing harm.
7. For the minor who has caused harm, consequences should be established, and a corrective plan developed to address the undesirable behaviour. If possible and in the child's best interest, parents should be involved in creating this plan.
8. For the child who experienced harm, a support plan should be developed to ensure their safety, including measures to isolate them from sources of threat.
9. During the conversations, it should be confirmed whether the child suspected of harming others is also being harmed by their parents/guardians, other adults, or peers. If such a circumstance is confirmed, intervention should also be initiated for this child.

10. If the person suspected of causing harm is another child aged 10 to 17, and their behaviour constitutes a prohibited act, the appropriate family court or police should be informed by submitting a written report of suspected delinquency or illegal behaviour by a minor.
11. If the person suspected of causing harm is over 17 years old and their behaviour constitutes a crime, the appropriate police unit or prosecutor's office should be notified with a written report.
12. If problematic relationships among minors (fighting, bullying, etc.) persist, the class teacher, in consultation with the parents, should refer the child for evaluation at a psychological-pedagogical counselling centre to receive guidance on working with the child.
13. If the student continues to pose a threat to other students, the school should submit a request to the court to apply educational measures to prevent the minor's delinquency.
14. After the incident, a discussion should be held during a mentor/PSHE class with all students to address ways to prevent aggression and manage emotions.

Procedures and Persons Responsible for Reporting Suspected Crimes Against Minors, Notifying the Family Court, and Initiating the "Blue Card" Procedure

1. In case of a suspected crime against a child, the school submits a report to external authorities regarding the suspicion of a crime.
2. In case of a threat to the welfare of the child, the school submits a request for an investigation into the child's family situation.
3. In case of suspected domestic violence against a child, the school initiates the "Blue Card" procedure.
4. The parents/guardians of the student are informed of the school's obligation to report the suspicion of child abuse to the relevant authorities (law enforcement agency, family court, Interdisciplinary Team). If informing the parents/guardians may conflict with the child's welfare, the school informs the relevant institutions without notifying the parents or guardians.
5. Intervention actions are coordinated by the Child Protection Specialist.
6. Letters initiating legal intervention are signed by the Head of the school.

Rules for Establishing a Support Plan for a Minor After Abuse is Revealed

The person responsible for providing support to the minor, the Child Protection Specialist, is tasked with:

- a) Developing a child assistance plan, which includes:

- Actions taken by the school to ensure the child's safety,
- Proposed forms of support,
- If necessary, a referral to entities working to help abused children.

The support plan is presented to the child's parents/guardians.

- b) If the child requires external support, the parents/guardians are provided with guidance on the types of necessary support and the available assistance options.
- c) Collaborating with specialists and institutions that provide support.

Rules for Reviewing and Updating the Standards

1. The implementation of the Child Protection Standards is regularly monitored.
2. A person appointed by the Head of the school reviews the Standards at least once every two years to ensure they meet current needs and legal regulations.
3. Findings from the evaluation are documented in writing, and the document is modified if necessary.
4. If an update to the Standards is required, the Head appoints a team to amend the Child Protection Standards in the institution.
5. All PBA staff, students, and parents of students are informed of the updated Standards.
6. The updated Standards are also made available on the school's website.

The Scope of Competences of the Person Responsible for Preparing the School Staff to Apply the Standards, Staff Preparation Procedures, and the Methods of Documenting This Activity

1. The school acknowledges the importance of ensuring that staff are familiar with the rules and procedures related to child protection and the child protection policy adopted at PBA.
2. The school commits to regularly providing those responsible for child protection with appropriate training to ensure they are up to date with current policies and practices in Poland and the UK.
3. The Head of the school is responsible for preparing staff to implement the Child Protection Standards. Training in this area is organised at the beginning of each school year so that all those working with children understand their duties.
4. The training particularly covers:
 - Principles of safe relationships with children,
 - Recognizing signs of child abuse,

- The process of reporting disclosed cases or suspicions of child abuse,
 - Consequences of failing to fulfil duties outlined in the Child Protection Standards document.
5. The person conducting the training prepares a report, which is kept in the school's documentation.
 6. The training is documented with an attendance list.
 7. All school employees sign a declaration confirming their acquaintance with the Child Protection Standards document in place at PBA and thereby commit to adhering to its principles.

Rules and Methods for Providing Parents, Legal or Actual Guardians, and Minors with Access to the Standards for Familiarization and their Application

1. Parents of students are introduced to the Child Protection Standards during class meetings.
2. The document has also been prepared in a child-friendly, shortened version.
3. PBA students are introduced to the document during their mentor classes.
4. The Standards are available on the school's website and in the offices of all school buildings, and a shortened version is displayed in a visible place at the school.

Persons Responsible for Receiving Reports of Incidents Endangering a Minor and Providing Support

1. It is the duty of school staff, as professionals, to be open to the possibility of various forms of abuse against minors, to identify signs of such abuse, and to pass on information to designated individuals.
2. Any delay in this matter may expose the child to further and potentially more severe abuse, as well as result in the possible loss of evidence that could be used to improve the child's situation.
3. Due to daily contact with children, school staff are well-prepared to observe external signs of abuse.
4. All actions related to the implementation of the Child Protection Standards are supervised by Ms. Magdalena Eysmont, the Managing Director of the school, who also serves as the Director of Child Protection (DGS).
5. The Child Protection Specialist (DSL) appointed by the school is Ms. Aleksandra Kuszaj, the school counsellor. The Child Protection Specialist is responsible for issues related to the

protection and safety of children and ensures communication with the appropriate authorities and stakeholders.

6. The task of the Child Protection Specialist (DSL) is to receive reports, maintain secure records, monitor situations, and, if necessary, refer matters to the Director of Child Protection (DGS). These documents should be stored separately (not in the child's file).
7. All teachers at PBA are responsible for the children under their care. It is their duty to protect the child and promote their well-being. The primary rule for every school employee is: REPORT – do not withhold information. Any staff member who suspects abuse should immediately report their concerns to the Child Protection Specialist (DSL).
8. The following should provide support to the minor:
 - The teacher who first obtained the information about the event,
 - The student's class teacher,
 - The school's psychological and pedagogical team.

Methods of Documenting and the Rules for Storing Disclosed or Reported Incidents or Events Threatening the Welfare of a Minor

1. Disclosed or reported incidents and events that endanger the welfare of a minor are documented.
2. In cases where there is observed or suspected violation of a child's rights (physical, psychological, or emotional), concerning information obtained from children, or events observed between the child and parents, an intervention form titled *Child Safeguarding* (Appendix 6) must be completed. This form is available on the school's drive at the link:

https://docs.google.com/forms/d/e/1FAIpQLSf5Bohsage8mm5ilo23se2Dg_wAbdlmAXFkeIv01OZcV4tFlg/viewform

The intervention register, along with the intervention forms, is maintained electronically. Access to the intervention register and forms is restricted to the Director of Child Protection (DGS), the Child Protection Specialist (DSL), the Head of the school, and the school psychologist.

3. Documents recording incidents may also include: an official memo, minutes of meetings with parents, diagnostic questionnaires, a copy of Part A of the "Blue Card," or documentation confirming reports to authorised external bodies.
4. Documents related to reports of events threatening the welfare of a child are stored in the child's folder and/or a school employee's file, depending on the type of incident disclosed.

Whistleblowing Policy

A whistleblower is a person who raises a genuine concern relating to the matters below. If employees have any genuine concerns related to suspected wrongdoing or danger affecting any of our activities (a whistleblowing concern), they can report them by filling out the online form "Allegation Form" (Appendix 9), which will be visible only to the school's Management and the Governors. The form can be accessed via the following link:

<https://docs.google.com/forms/d/e/1FAIpQLSfhmMdVD4fa9A86wIT8XUkfucBbmBfiasmZgEtMMYbBi9ifRg/viewform>

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:

- Criminal activity,
- Errors in judgment,
- Threats to health and safety,
- Environmental harm,
- Non-compliance with any legal, professional, or regulatory obligations,
- Corruption,
- Financial fraud or mismanagement,
- Negligence,
- Violation of internal policies and procedures,
- Actions that could damage the school's reputation,
- Unauthorised disclosure of confidential information,
- Fraud in public examinations,
- Deliberate concealment of any of the above issues.

Before initiating the procedure, employees should consider that the responsibility for raising concerns about unacceptable practices or behaviour rests with all school staff members. Employees are encouraged to use team meetings and other opportunities to ask questions and seek clarification on matters of daily concern. While it may be difficult to raise concerns about a colleague's behaviour, employees must act to prevent the problem from escalating and causing potential confusion.

PBA's Management hopes that employees will feel able to openly express concerns about irregularities under this policy. The school's Board will make every effort to protect the identity of the employee if they request confidentiality. However, if the investigation into the matter requires

revealing the employee's identity as the source of the information, this will be discussed with the employee before their name is disclosed.

Employees are encouraged to provide their names when making allegations (Allegation Form - Appendix 9). A proper investigation may be more difficult or impossible if further information cannot be obtained, making it challenging to determine whether the allegations are credible. Anonymous allegations will be considered at the discretion of the Governing Body.

In exercising discretion, factors to consider include: the seriousness of the raised concerns, the credibility of the allegations, and the likelihood of confirming the allegation through attributable sources.

If an employee raises a concern in good faith, but it is not confirmed during the investigation, no action will be taken against the employee. However, if it is found that the employee made malicious and intentionally disruptive allegations or did so for personal gain, disciplinary actions may be taken against that employee.

Following investigation, the allegations may be deemed unfounded. The employee who raised the concern will be informed of the investigation's outcome and the Governing Body's decision if the matter is considered closed.

Employee Protection

PBA Management understands that staff members who notice or are informed of an incident may find the entire situation emotionally burdensome. The school will make every effort to support the employee, such as providing paid leave or counselling.

Final Provisions

1. This document comes into effect on the day of publication.
2. Any changes to the document must be made in writing.

Related Documents:

- Data Protection Policy
- Online Safety Policy

Appendix 1.

Polish British Academy of Warsaw - Referencje | Reference Form

Umawiane są spotkania w celu uzyskania zaświadczenia o niekaralności. Polish British Academy of Warsaw zobowiązuje się chronić i wspierać dobrobyt swoich uczniów i oczekuje od swoich pracowników i wolontariuszy tego samego. Promujemy różnorodność i dążymy do równości w praktyce zatrudnienia i świadczenia usług. Wszyscy kandydaci będą brani pod uwagę przy zatrudnieniu bez względu na rasę, religię, płeć, orientację seksualną, niepełnosprawność czy też pochodzenie.

***Wymagane**

Imię i nazwisko kandydata | Applicant's name and

Twoja odpowiedź

Stanowisko | Job title

Twoja odpowiedź

Początek zatrudnienia | Beginning date of employment

Data

dd.mm.rrrr

Koniec zatrudnienia | End date of employment

Data

dd.mm.rrrr

Obowiązki, natura pracy | Nature of work, specific duties,

Twoja odpowiedź

Powód zakończenia zatrudnienia (w przypadku zwolnienia, prosimy o podanie szczegółów)

Twoja odpowiedź

Czy w trakcie zatrudnienia pracownik był poddany procedurze dyscyplinarnej? |
During employment was the applicant the subject of a disciplinary procedure?

Tak | Yes

Nie | No

Jeśli tak, prosimy o szczegóły: | If yes, please supply full details and

Twoja odpowiedź

Czy zatrudniliby Prísatwo danego kandydata ponownie? | Would you re-employ

Tak | Yes

Nie | No

Jeśli nie, prosimy o powód: | If no, please state reasons why:

Twoja odpowiedź

Czy mają Państwo jakiegokolwiek dodatkowe informacje, które mogą być pomocne przy zatrudnieniu danego kandydata? | Do you have any other information you feel would be relevant to an employer?

Twoja odpowiedź

Proszę zaznaczyć opcję, która najbliżej oddaje zdolności kandydata: | Please tick which box accurately applies to the applicant: *

	Znakomicie Outstanding	Dobrze Good	Satysfakcjonująco Satisfactory	Niesatysfakcjonująco Unsatisfactory
Ogólne postępowanie General Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wydajność pracy Work Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nastawienie do pracy Attitude to Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inicjatywa Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zarządzanie czasem Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relacje z uczniami Relationship with Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relacje z rodzicami Relationship with Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relacje z współpracownikami Relationship with Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jeśli jedno z powyższych stwierdzeń zostało ocenione 'Satysfakcjonująco' lub 'Niesatysfakcjonująco', prosimy o powód: | If the above are "Satisfactory" or "Unsatisfactory" for any category, please state your reasons below:

Twoja odpowiedź

Pani/Pana imię i nazwisko | Your name and surname

Twoja odpowiedź

Stanowisko | Position held *

Twoja odpowiedź

Nazwa firmy | Company name

Twoja odpowiedź

Appendix 2.



**STATEMENT
of No Criminal Record**

I, the undersigned,, declare that the law of the country from which the information referred to in Article 21, paragraphs 4-6 of the Act of May 13, 2016 on counteracting threats of sexual crime and the protection of minors (Journal of Laws of 2024, item 560) is to be provided, does not require the issuance of such information or the country does not maintain a criminal record register.

I declare that I have not been lawfully convicted in that country for acts corresponding to the crimes specified in Chapters XIX and XXV of the Act of June 6, 1997 - Penal Code (Journal of Laws of 2024, item 17), in Articles 189a and 207 of the Penal Code, or under the Act of July 29, 2005, on Counteracting Drug Addiction (Journal of Laws of 2023, item 1939), and no other ruling has been issued against me, determining that I have committed such prohibited acts, nor is there any obligation against me, arising from a court ruling, other authorised body, or legislation, to comply with a ban on holding any or specified positions, performing any or specified professions or activities related to upbringing, education, recreation, treatment, providing psychological counselling, spiritual development, practising sports, or the implementation of other interests of minors, or caring for them.

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

.....

(signature)

Appendix 3.



**STATEMENT
of Countries of Residence**

I declare that in the past 20 years*:

- I have resided in the following countries, other than the Republic of Poland and/or my country of citizenship:
 1.
 2.
- I have not resided in any countries other than the Republic of Poland and/or my country of citizenship.

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

.....

(signature)

*Please mark the appropriate option.

Appendix 4.



Polish British Academy fulfils the obligation under Article 21 of the Act of May 13, 2016, on counteracting threats of crime related to sexual offences and the protection of minors (Journal of Laws of 2024, item 460) — verifying whether a person intending to work with children is listed in the Register of Sexual Offenders with Restricted Access or in the Register of Persons against whom the State Commission for the Prevention of Sexual Exploitation of Minors under the age of 15 has issued an entry decision. Therefore, I am providing my personal data for verification in the Register:

.....

(first and last name)

.....

(maiden name)

.....

(PESEL or passport number)

.....

(ID card number and series)

.....

(mother's and father's first names)

.....

(signature)

Appendix 5.

Formularz wypełniany online na Dysku Google

Rejestr zdarzeń dotyczących uczniów | Record of incidents involving students

** Wskazuje wymagane pytanie*

Imię i nazwisko nauczyciela pełniącego opiekę w chwili zdarzenia | Name and
*
surname of the teacher supervising the children when the incident happened

Twoja odpowiedź

Imię i nazwisko ucznia | Student's name and surname* *

Twoja odpowiedź

Klasa | Class* *

Wybierz

Imiona i nazwiska innych uczniów biorących udział w zdarzeniu | Names and
surnames of other students involved in the incident

Twoja odpowiedź

Miejsce zdarzenia | Place of the incident* *

Twoja odpowiedź

Data zdarzenia | Date of the incident* *

Data

mm/dd/yyyy

Godzina zdarzenia | Time of the incident* *

Godzina

Opis zdarzenia | Details of the incident* *

Twoja odpowiedź

Czy poinformowano wychowawcę? | Was the main teacher informed? *

TAK/YES

NIE/NO

Czy poinformowano rodziców? | Were the parents informed? *

TAK/YES

NIE/NO

s

Opis udzielonej pomocy | Description of the provided aid* *

Twoja odpowiedź:

[Prześlij / Wyczyść formularz](#)

Appendix 6.

Formularz wypełniany online na Dysku Google

Bezpieczeństwo Dzieci | Safeguarding

** Wskazuje wymagane pytanie*

Twoje imię i nazwisko/ Your name and surname *

Twoja odpowiedź

Data zdarzenia/ Date of incident *

Data

mm/dd/yyyy

Godzina :

Imię i nazwisko dziecka/ Child's name and surname *

Twoja odpowiedź

Klasa / Class *

Wybierz

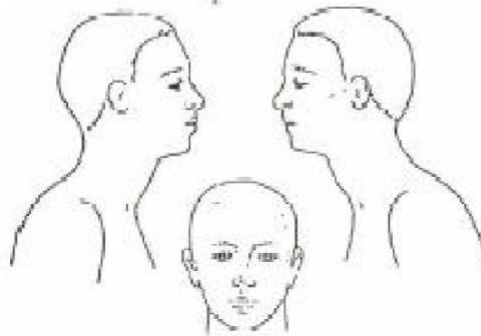
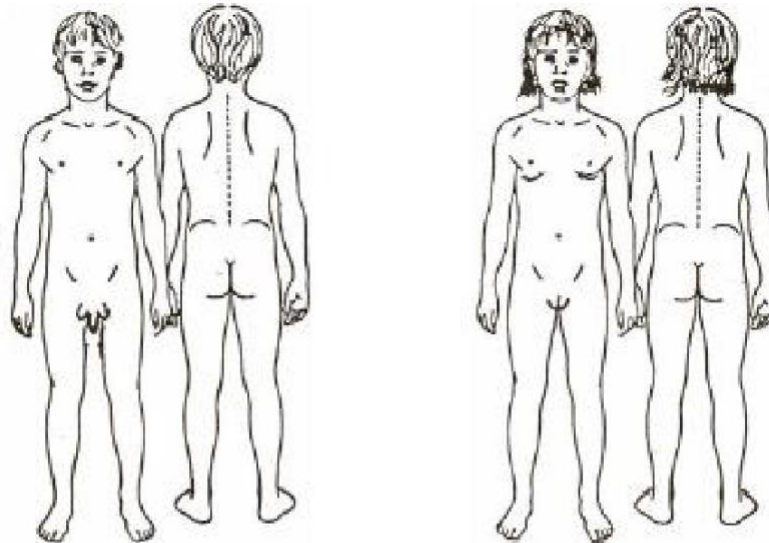
Opis sytuacji/ Description of the situation *

Twoja odpowiedź

[Prześlij / Wyczyść formularz](#)

Appendix 7.

Body maps for child protection issues



Name:

Male / Female

Date of Birth: _____ **Date of Examination:** _____

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Pass to the DSL on completion.

Appendix 8.



INTERVENTION FORM

1. Child's name and surname (subject of the report):

.....

2. Reported type of harm / nature of the reported harm:

.....

.....

.....

3. Who provided the information or official note about the suspected harm:

.....

.....

4. Planned actions:

.....

.....

.....

5. Actions taken and description of their course:

.....

.....

.....

6. Was legal intervention undertaken? If so, in what form?

.....

Appendix 9.

Allegation Form | Zarzut Wykroczenia - Formularz

*Wymagane

1. Name and surname | Imię i nazwisko *

2. Name and surname of a person on whose behalf you are making an allegation | Imię i nazwisko osoby, w imieniu której zgłaszasz zarzut

3. Role | Rola *

Zaznacz tylko jedną odpowiedź.

- Teacher | Nauczyciel
 Parent | Rodzic
 Student | Uczeń
 Other school employee | Inny pracownik szkoły

4. What is your allegation? | Jaki jest Twój zarzut? *

5. In what way have you been affected? | W jaki sposób wpłynęła na Ciebie ta sytuacja? *

6. When did you first become aware of the problem? | Kiedy pierwszy raz zdałeś/zdałaś sobie sprawę z zaistniałego problemu? *
