



## Standards for the Protection of Minors

(full version)

### Legal basis:

- Convention on the Rights of the Child, adopted by the United Nations General Assembly on 20 November 1989 (Konwencja o prawach dziecka, Journal of Laws 1991, No. 120, item 526, as amended)
- Constitution of the Republic of Poland of 2 April 1997 (Konstytucja Rzeczypospolitej Polskiej, Journal of Laws No. 78, item 483, as amended)
- Act of 25 February 1964 – the Family and Guardianship Code (Kodeks rodzinny i opiekuńczy, consolidated text: Journal of Laws 2020, item 1359)
- Act of 28 July 2023 amending the Family and Guardianship Code and certain other acts (Journal of Laws, item 1606).
- Act of 13 May 2016 on Counteracting the Risk of Sexual Offences (Ustawa o przeciwdziałaniu zagrożeniom przestępczością na tle seksualnym, consolidated text: Journal of Laws 2023, item 31, as amended)
- Act of 29 July 2005 on Counteracting Domestic Violence (Ustawa o przeciwdziałaniu przemocy domowej, consolidated text: Journal of Laws 2021, item 1249).

The Standards for the Protection of Minors from Harm are the document that sets out the school's child protection procedures and describes how the school will implement, apply, monitor and evaluate them.

## Preamble

**The guiding principle for all school staff is to act for the good of the child and in the child's best interests. Every member of school staff treats the child with respect and takes account of the child's needs. The use of violence against a child by staff, in any form, is unacceptable. In pursuing these aims, school staff act within the applicable law, the school's internal regulations and the scope of their duties.**

## Chapter I

**Principles ensuring safe relationships between minors and the staff of the institution, and in particular behaviours prohibited towards minors**

### § 1

**Principles of safe relationships between school staff and minors**



1. The principle that staff are required to observe in all activities undertaken at the school is to act for the good of the minor and in the minor's best interests.
2. School staff treat minors with patience and respect and take account of their dignity and needs.
3. School staff treat all minors equally, regardless of their sex, sexual orientation, religion, ethnic origin or disability.
4. School staff act within the applicable law, the school's internal regulations and the scope of their duties.
5. Undertaking any of the prohibited actions set out in this document, in any form whatsoever, is unacceptable.
6. The principles of safe relationships apply to all employees, both teaching and non-teaching, as well as to trainees and volunteers.
7. The persons referred to in para. 6 are required to maintain a professional relationship with minors and, in every case, to consider whether the relationship, the message or the action towards the minor is appropriate to the situation, safe, justified and fair.
8. The persons referred to in para. 6 are required to act openly and transparently towards others in order to minimise the risk of their own conduct being misinterpreted.
9. School staff are required to keep confidential any information obtained in connection with their role.
10. Knowledge and acceptance of these principles are confirmed by signing a declaration (App. 1).

## **§ 2**

### **Principles of communication**

1. Communication with a minor must be patient and respectful.
2. A minor must be listened to attentively and given answers appropriate to their age and to the situation.
3. It is prohibited to shame, humiliate, belittle or insult a minor.
4. It is prohibited to shout at a minor, other than in a situation involving a threat to the safety of the minor or of other people.

## **§ 3**

### **Behaviours prohibited towards minors**

1. Disclosing sensitive information about a minor to unauthorised persons, including other minors; this also covers the minor's image and information about their family, financial, medical, care-related and legal situation.
2. Behaving inappropriately in the presence of minors; this covers:
  - using vulgar words, gestures and jokes;



- making offensive remarks;
  - referring in conversation to sexual activity or sexual attractiveness;
  - using power or physical advantage over a minor (intimidation, coercion, threats);
  - hitting, poking or pushing a minor, or violating a minor's physical integrity in any other way.
3. Recording a minor's image for private purposes (filming, voice recording, photography). The prohibition also covers allowing third parties to record minors' images. Recording images for school purposes, with parental consent, is an exception.
4. Offering a minor alcohol (including 0% alcohol products), tobacco/nicotine products and e-cigarettes, or any illegal substances, or using them in the presence of a minor.
5. Entering into any romantic or sexual relationship with a minor, or any relationship that may be regarded as having such a character. This also covers sexual comments, jokes and gestures, and sharing erotic or pornographic content.
6. Any act of violence towards a minor. There are, however, situations in which physical contact with a minor is permissible and meets the principles of safe contact – where it responds to the minor's needs at that moment and takes account of the child's age, developmental stage, sex, and cultural and situational context. It is not possible to define a universal standard of appropriateness for such physical contact, because behaviour that is appropriate towards one minor may be inappropriate towards another. Staff should always be guided by their professional judgement, listening to, observing and noting the minor's reaction and asking the minor for consent to physical contact (e.g. a hug).
7. Particular care must be taken with a minor who has experienced abuse or harm, including sexual abuse, physical abuse or neglect. Such experiences may lead the minor to seek inappropriate contact with adults.
8. Contacting students through private communication channels without the knowledge of their legal guardians.
9. Where a student initiates a private conversation via social media, staff must not continue it and must instruct the student to move to the agreed official remote communication channels (e-mail or the school's remote learning platforms). This does not apply to situations involving an actual or potential threat to the minor's life or health. In such a case the staff member may continue the conversation but is at the same time required to notify their line manager of the contact with the student and the reasons for it. Where possible, the notification should be made by e-mail.
10. Decisions concerning a minor should always take account of the minor's expectations, but also of the safety of other minors.
11. A minor has the right to privacy; any departure from the principle of confidentiality must be justified, and the minor must be informed of it as soon as possible.
12. When making contact with a minor with a disability or with special educational needs, the above matters are given particular consideration.

## Chapter II

### **Principles and procedures for intervention where harm to a minor is suspected or where information about harm to a minor is held**

#### **§ 4**

#### **Recognising and responding to risk factors for harm to a minor**

1. School staff pay particular attention to signs in a minor's behaviour that indicate harm, in particular the possible commission of an offence against sexual freedom and decency to the detriment of the minor.
2. The following behaviours of a minor should, for example, attract the attention of school staff:
  - a) visible bodily injuries (bruises, burns, scratches, bites, bone fractures, etc.) whose origin is difficult to explain
  - b) the explanations given for the injuries appear implausible, impossible, inconsistent, etc.; the minor frequently changes them
  - c) reluctance to take part in lessons involving physical exercise
  - d) excessively covering the body, inappropriately for the situation and the weather
  - e) flinching when an adult approaches
  - f) fear of a parent or guardian
  - g) fear of returning home
  - h) being passive, withdrawn, submissive or frightened;
  - i) recurring somatic complaints: stomach aches, headaches, nausea, etc.;
  - j) a sudden and marked change in the minor's behaviour.
3. Where a member of school staff suspects that a child is being harmed, they are required to draw up an official note (App. 5) and to pass the information obtained to the homeroom teacher and the School Principal.
4. The support team monitors the student's situation and well-being.

#### **§ 5**

#### **Procedure where a minor is harmed through peer aggression and violence**

1. A member of school staff who witnesses aggressive behaviour by minors is required to:
  - a) react immediately, verbally and firmly, to the situation;
  - b) separate the minor behaving aggressively from the group;
  - c) call for help if necessary (homeroom teacher, psychologist/counsellor).
2. Where a member of school staff suspects that a minor is being harmed, they are required to draw up an official note (App. 5) and to pass the information obtained to the homeroom teacher and the School Principal.
3. School staff are required to call an ambulance if serious bodily injury has occurred, or to consider another form of first aid.

4. Where possible, the teacher establishes the cause of the aggression. The teacher talks to the parties to the conflict, making them aware that the behaviour was inappropriate, and informs the homeroom teacher of the incident.
5. The homeroom teacher (with the psychologist/counsellor present if needed) talks to the minors in order to establish the basic facts (place of the incident, description of the incident, those involved, witnesses), to give emotional support to the minor who was harmed, to clarify the reasons for the aggressive behaviour and to take action to bring the situation to an end.
6. The homeroom teacher informs by e-mail the parents or legal guardians of the minors concerned (both the minor who used and the minor who experienced peer aggression/violence) about the situation, the explanations obtained and the steps taken by the school.
7. The course of the intervention and of the conversations, and the arrangements made, are documented in an official note (App. 5).
8. If the minor's behaviour does not improve, the homeroom teacher asks the parent or legal guardian to come to the school for a meeting to discuss the matter and agree further action. At the homeroom teacher's request, the psychologist/counsellor/Principal takes part in the meeting. The homeroom teacher completes a parent meeting form (App. 6), which is signed by the parent or legal guardian.

## **§ 6**

### **Procedure where a minor is harmed in the home environment**

1. Where a member of school staff suspects that a minor is being harmed, they are required to draw up an official note (App. 5) and to pass the information obtained to the homeroom teacher and the School Principal.
2. School staff are required to call an ambulance if serious bodily injury has occurred, or to consider another form of first aid.
3. The psychologist/counsellor, in the presence of the homeroom teacher, talks to the minor in order to establish the basic facts (place of the incident, description of the incident, those involved, witnesses, frequency) and to give the minor emotional support. The conversation takes place in appropriate conditions, that is, in a place that gives the minor a sense of safety and privacy (the psychologist's/counsellor's office). The course of the conversation is documented in an official note (App. 5).
4. The School Principal arranges a meeting with the parents or legal guardians of the minor whose harm is suspected and informs them of the suspicion. The psychologist/counsellor and the homeroom teacher take part in the meeting.
5. During the meeting, the parents or legal guardians are informed of the support available and of the school's obligation to report the suspected harm to a minor to the appropriate authority (depending on the assessment of the situation and the corresponding intervention: the police, the prosecutor's office, the family court, the social welfare centre, or the interdisciplinary team for counteracting domestic violence –

initiation of the "Blue Card" procedure). The course of the conversation and the arrangements made are documented by the team in a parent meeting form (App. 6).

6. Where the suspicion is found to be well founded, the School Principal notifies, after the meeting, the relevant bodies referred to in para. 5 (App. 7).

7. Where the suspicion of harm to a minor is found not to be well founded, the person drawing up the official note records this fact in the note. Continued observation of the minor is recommended.

8. The psychologist, together with other specialists and the homeroom teacher, draws up a Support Plan for the minor. The Support Plan sets out:

- a) the action taken by the school to ensure the minor's safety;
- b) the forms of support provided to the minor by the school and in cooperation with other institutions;
- c) referral of the minor to other bodies working to support harmed children, where necessary.

9. The Support Plan is presented to the minor's parents or legal guardians with a recommendation that they cooperate in implementing it (App. 8).

10. The Support Plan takes account of the situation of minors with disabilities and minors with special educational needs.

## **§ 7**

### **Procedure where a minor is harmed by a member of school staff**

1. Where a member of school staff suspects that a minor is being harmed, they are required to draw up an official note (App. 5) and to pass the information obtained to the homeroom teacher and the School Principal.

2. School staff are required to call an ambulance if serious bodily injury has occurred, or to consider another form of first aid.

3. The psychologist/counsellor, in the presence of the homeroom teacher, talks to the minor in order to establish the basic facts (place of the incident, description of the incident, those involved, witnesses, frequency) and to give the minor emotional support. The conversation takes place in appropriate conditions, that is, in a place that gives the minor a sense of safety and privacy (the psychologist's/counsellor's office). The course of the conversation is documented in an official note (App. 5).

4. The School Principal arranges a meeting with the staff member in order to inform them of the suspicion. The psychologist/counsellor takes part in the meeting.

5. The purpose of the meeting is to discuss the minor's situation and whether the suspicion is well founded, and to agree how to proceed in the particular case. The course of the conversation and the arrangements made are documented in an official note (App. 5).

6. Where the suspicion of harm to a minor is found not to be well founded, the person drawing up the official note records this fact in the note.

7. Where the suspicion that a minor has been harmed by a staff member is well founded, the School Principal informs the parents or legal guardians and the relevant authorities of the incident.
8. Where the suspicion is well founded, the psychologist, together with other specialists and the homeroom teacher, draws up a Support Plan for the minor. The Support Plan sets out:
  - a) the action taken by the school to ensure the minor's safety;
  - b) the forms of support provided to the minor by the school and in cooperation with other institutions;
  - c) referral of the minor to other bodies working to support harmed children, where necessary.
9. The Support Plan is presented to the minor's parents or legal guardians with a recommendation that they cooperate in implementing it (App. 8).
10. The Support Plan takes account of the situation of minors with disabilities and minors with special educational needs.

### **Chapter III**

#### **Procedures and persons responsible for filing notifications of a suspected offence to the detriment of a minor, for notifying the guardianship court and – in the case of institutions holding such powers – persons responsible for initiating the “Blue Card” procedure**

#### **§ 8**

##### **Filing notifications of a suspected offence to the detriment of a minor**

1. The School Principal, together with the psychologist/counsellor, informs the parents or legal guardians of the school's obligation to report suspected harm to a child to the appropriate authority (the prosecutor's office/police, the family court, the social welfare centre or the chair of the interdisciplinary team – the “Blue Card” procedure – depending on the type of harm identified and the corresponding intervention).
2. Having informed the parents or legal guardians in accordance with the preceding paragraph, the School Principal files a notification of a suspected offence with the prosecutor's office/police, or an application for a review of the family's situation with the Family and Juvenile Division of the District Court or with the social welfare centre, or sends a “Blue Card – A” form to the chair of the interdisciplinary team.
3. Further proceedings fall within the competence of the authorities referred to in the preceding paragraph.
4. Where the suspicion of harm was reported by the child's guardians and the suspicion was not confirmed, the child's guardians must be informed of this fact in writing.

## **§ 9**

### **Initiating the “Blue Card” procedure**

1. The “Blue Card” procedure is carried out on the basis of the Regulation of the Council of Ministers of 6 September 2023 on the “Blue Card” procedure and the templates of the “Blue Card” forms.
2. The procedure is initiated upon completion of the “Blue Card – A” form where there is a justified suspicion of domestic violence, or upon a report made by a witness of domestic violence.
3. The person initiating the procedure takes intervention measures to ensure the safety of the person experiencing domestic violence.
4. The completed “Blue Card – A” form is forwarded to the interdisciplinary team without delay, and no later than within 5 working days of the date on which the procedure was initiated. A copy of the completed “Blue Card – A” form is retained by the person initiating the procedure (in the school’s records).
5. A member of school staff may be designated by the School Principal to work in a diagnostic and support group established by the interdisciplinary team. Pursuant to § 9(3) of the above Regulation, designated persons may not refuse to take part in the work of such groups.
6. The role and tasks of a member of school staff appointed to a diagnostic and support group are determined by the members of that group and follow from the agreed support plan for the minor. The staff member is required to cooperate with all members of the diagnostic and support group as part of interdisciplinary cooperation between services.

## **Chapter IV**

### **Principles for reviewing and updating the Standards**

## **§ 10**

1. The Standards are reviewed and updated annually, after the end of teaching in the given school year (during the summer holidays).
2. The Standards are reviewed and updated by the School Principal or a person authorised by the Principal.
3. School staff may propose changes to the Standards and report breaches of them.
4. In the event of an update, the final draft is adopted by the School Principal by way of an internal order.

## **Chapter V**

### **The scope of competence of the person responsible for preparing school staff to apply the Standards, the principles for preparing that staff to apply them, and the manner of documenting this activity**

#### **§ 11**

1. The School Principal appoints a lead person and a team responsible for the Standards for the Protection of Minors (App. 9). The team includes specialist teachers (psychologist/counsellor).
2. The responsible team familiarises school staff with the Standards and prepares them to apply them.
3. In September of each school year, the responsible team delivers staff training covering the following topics:
  - a) recognising the symptoms of harm to minors (psychologist/counsellor);
  - b) intervention procedures where harm to minors is suspected (lead person);
  - c) applying the "Blue Card" procedure (psychologist/counsellor).
4. The lead person collects from every member of staff a declaration confirming that they have read the Standards in force at the school (App. 1).
5. Staff newly employed during the school year are familiarised with the Standards in their first week of work by the lead person.
6. The responsible team receives reports of events that put a minor at risk and provides support.
7. The team leader monitors the implementation of the Standards, responds to breaches of them and keeps the register of incidents, the intervention records and all official notes.
8. In June of every second school year, the responsible team conducts a survey of school staff on the Standards (App. 10), analyses the survey results and prepares a report on them, which is presented to the Principal.
9. Where necessary, the responsible team prepares proposed changes to the Standards in force and submits them in writing to the School Principal for approval.

## **Chapter VI**

### **Principles and manner of making the Standards available to parents, legal or actual guardians and to minors, so that they can become familiar with them and apply them**

#### **§ 12**

1. The Standards for the Protection of Minors (full version) are available in two language versions (Polish and English) on the school's website, and in paper form at reception and in the school office.
2. The Standards for the Protection of Minors (student version) are available in two language versions (Polish and English) in the school library and in the psychologist's and counsellor's office.
3. At the beginning of each school year, the Standards for the Protection of Minors are sent to all parents electronically via the agreed communication channels (by e-mail).
4. At the first parents' meeting, homeroom teachers inform parents about the school's Standards for the Protection of Minors.
5. Homeroom teachers are required to familiarise minors with the Standards and to discuss them in a way that minors can understand, regardless of their age and intellectual ability.

## **Chapter VII**

### **Persons responsible for receiving reports of events that put a minor at risk and for providing support to the minor**

#### **§ 13**

1. The School Principal is responsible for receiving reports of events that put a minor at risk and for providing support to the minor.
2. The responsible team appointed by the School Principal receives reports of events that put a minor at risk and provides support.
3. In difficult situations, the School Principal and school staff draw on the help of the services established to support children and families in crisis.

## **Chapter VIII**

### **The manner of documenting, and the principles for storing records of, disclosed or reported incidents or events that threaten the welfare of a minor**

#### **§ 14**

1. Records relating to the Standards for the Protection of Minors are kept by the responsible team appointed by the School Principal.



2. Every disclosed or reported incident or event threatening the welfare of a minor of which the school is aware is entered in the register of events threatening the welfare of a minor (App. 3).
3. For every disclosed or reported incident or event threatening the welfare of a minor of which the school is aware, an intervention record is created (App. 4) and completed by the leader of the team responsible for the Standards.
4. Documents relating to reported incidents are kept in a separate binder together with their register, and copies of the documents are kept in the minor's file and/or in the personnel files of school staff, depending on the type of incident disclosed or reported.

## **Chapter IX**

### **Principles for using electronic devices with internet access. Procedures for protecting children from harmful content and online threats, and from such content recorded in another form**

#### **§ 15**

1. In providing students with access to the internet, the school is required to take measures to protect students from access to content that may pose a threat to their proper development.
2. On school premises, students may access the internet under teacher supervision during lessons.
3. Where access is provided under teacher supervision, the teacher is required to inform students about the principles of safe internet use. The teacher also oversees students' safe use of the internet during lessons.
4. IT teachers, together with homeroom teachers, deliver lessons and training for students on safe internet use and provide students with educational materials.
5. The member of staff responsible for the internet ensures that the school's network is protected against unsafe content by installing and updating the appropriate software.
6. The software is updated automatically on an ongoing basis and, where necessary, manually by the designated member of staff.
7. A password-protected wi-fi network is available on school premises.
8. If unsafe content is found, the member of staff designated by the School Principal seeks to establish who was using the computer when the content was introduced.
9. The designated member of staff passes the findings to the School Principal and the homeroom teacher. The School Principal, together with the homeroom teacher, arranges for the minor to talk to the IT teacher and the psychologist/counsellor about online safety.
10. If, as a result of that conversation, the psychologist/counsellor learns that the minor is being harmed, they take the action described in this document.

## **Chapter X**

### **Principles for establishing a support plan for a minor after harm has been disclosed**

#### **§ 16**

1. During the intervention procedure, the Principal establishes a support group for the minor who has been harmed.
2. The group consists of the homeroom teacher, the psychologist and the counsellor.
3. The group may be extended to include further specialists and members of staff, depending on the situation.
4. The support group meets in order to draw up the Support Plan described in § 6(8)–(10) and § 7(8)–(10).
5. The Support Plan is kept in the records of the Standards for the Protection of Minors, and a copy of the plan in the minor's file.

## **Chapter XI**

### **Principles for taking account of the situation of students with disabilities and students with special educational needs**

#### **§ 17**

1. The school takes particular care of students with disabilities, in cooperation with specialists and institutions that have the tools and the competence to support students with disabilities and their families.
2. The school takes particular care of students with special educational needs, in cooperation with specialist teachers and with their parents or legal guardians.

## **Chapter XII**

### **Final provisions**

#### **§ 18**

1. This document enters into force on the date of its promulgation.

2. Promulgation takes place in a manner accessible to the institution's staff, by sending the text electronically and making a paper version available at reception, in the school office and in the staff room.

3. Last updated: 01 September 2026

Approved

**DYREKTOR SZKOŁY**  
*Emilia Bałaj*  
**Emilia Bałaj**

Signature of the Head of School

*01.09.2026r.*

Date

**Appendices:**

1. Declaration of familiarity with the Standards - for staff
2. Declaration of familiarity with the Standards - for parent and child
3. Register of incidents
4. Intervention record
5. Official note
6. Parent meeting form
7. Notification of a possible offence
8. Support Plan
9. Principal's authorisation for the team responsible for the Standards and for the lead person
10. Standards monitoring survey