

Private Kindergarten Mały Einstein and Calineczka

“Short Version”

# **STANDARDS FOR THE PROTECTION OF MINORS AT PRIVATE KINDERGARTEN CALINECZKA IN GDAŃSK**

Effective from August 2024

## Private Kindergarten Mały Einstein and Calineczka

### Table of Contents

#### Introduction

#### Part I – Standards for the Protection of Minors in the Kindergarten

#### Part II – Rules of Procedure for Protecting Minors from Harm

#### I. Rules for Safe Relationships Between Kindergarten Staff and Minors

1. General rules
2. Area: Respecting children's rights by kindergarten staff
3. Area: Communication between kindergarten staff and children
4. Area: Prohibition of any form of violence against minors by kindergarten staff, including establishing relationships of a sexual nature
5. Area: Contact between kindergarten staff and children

#### II. Rules for Safe Relationships Between Children in the Kindergarten

1. How to behave safely towards classmates and peers

#### III. Rules for Protecting a Minor's Privacy

1. Rules for protecting the image of minors
2. Rules for protecting the personal data of minors

#### Part III – Procedures to be followed by a minor in the event of experiencing harm

#### Intervention procedures at school:

1. Type of harm: Bullying; physical, verbal, and psychological violence against a child
2. Type of harm: Respect for other children's belongings
3. Type of harm: Domestic violence against a child
4. Type of harm: Unequal treatment – discrimination against a child
5. Type of harm: Cyberbullying against a child

#### Introduction

Harming children is a serious problem that may also occur in a kindergarten and its surroundings. Therefore, it is very important that the kindergarten responds appropriately and ensures your safety.

Our goal is to protect you from violence and discrimination and to create a safe and friendly place. In the kindergarten:

- you always have the right to feel safe,
- no form of violence against you is accepted,
- in every difficult situation, you will receive help.

In order to protect you effectively, the kindergarten has introduced the “Standards for the Protection of Minors” – a document which sets out the rules and procedures that ensure your safety.

The state has obliged educational institutions to prepare such a document in order to prevent various forms of violence, including cyberbullying. These standards help the kindergarten respond to any situation that could threaten you and provide support when you feel harmed. We care about your dignity and your physical and mental well-being so that you can feel safe and happy in the kindergarten.

The “Standards for the Protection of Minors” are rules that help ensure your safety in the kindergarten. They specify:

- how adults should care for your protection,
- how to build safe relationships between children and adults,
- how to use the internet safely,
- how to avoid dangers online.

These standards also teach what to do when you feel harmed and how the kindergarten can help you. They protect your rights, because as children you need special care and support from adults.

Your safety is the responsibility of both your parents and all kindergarten staff. No form of physical, psychological, or emotional violence is accepted. Therefore, it is very important that everyone knows and respects children’s rights, creating a kindergarten full of care and mutual respect.

## PART I

### STANDARDS FOR THE PROTECTION OF MINORS

#### STANDARD I

Parents, guardians, and kindergarten staff are familiar with the “Standards for the Protection of Minors.”

The document is accessible and widely distributed.

- The document has been made available on the kindergarten’s website and placed for consultation in the office.
- The standards have been prepared in both a full and a simplified version, adapted to the understanding of preschool children.

- Parents are informed about the standards during meetings and individual consultations.

## STANDARD II

The kindergarten staff create a safe and friendly environment for children.

- The aim of all kindergarten staff activities is to protect children from every form of harm and to ensure their physical and mental safety.
- Staff respond in situations where children may experience harm.
- Each staff member, within the scope of their competencies, watches over the children's safety.

## STANDARD III

The kindergarten supports parents in raising children without violence and in protecting them from harm.

- Parents have access to the "Standards for the Protection of Minors" and to procedures for reporting threats.
- Educational meetings and workshops for parents concerning the protection of children from threats are organised.
- The kindergarten involves parents in activities aimed at ensuring children's safety.

## STANDARD IV

The kindergarten ensures equal treatment of children and respect for their rights.

- Children learn about their rights through play and educational activities.
- In each group, children know whom they can turn to for help.
- Visible places contain information about available support, for example helpline numbers for children.

## STANDARD V

The kindergarten has established procedures for responding to cases of child harm.

- Procedures are introduced for responding in cases of suspected violence against a child.
- Persons responsible for reporting cases of child harm to the relevant institutions have been designated.
- Responses to child harm are carried out with sensitivity and with respect for the child's dignity and emotions.

## STANDARD VI

The kindergarten strengthens children's sense of safety in social relationships.

- Rules concerning safe relationships between children and between children and staff are in place.
- Staff supervise appropriate interactions between children and respond to all signs of aggression.
- Procedures have been developed to protect children from harm, including physical, psychological, and emotional violence.

#### STANDARD VII

Actions undertaken as part of child protection are documented.

- The kindergarten keeps a register of reports concerning suspected child harm.
- Persons receiving reports sign a confidentiality declaration.

#### STANDARD VIII

The standards for the protection of children in the kindergarten are regularly reviewed.

- At least once every two years, an analysis of the effectiveness of the introduced rules is carried out.
- The kindergarten collects opinions from parents and staff on the implementation of the standards.
- The head of the institution is responsible for monitoring and supervising the procedures in place.

### PART II – RULES OF PROCEDURE FOR PROTECTING MINORS FROM HARM

#### I. RULES FOR SAFE RELATIONSHIPS BETWEEN KINDERGARTEN STAFF AND CHILDREN

##### GENERAL RULES

1. Staff ensure children's safety during their stay in the kindergarten.
2. Staff support children in their development, taking into account their individual needs, abilities, and any disabilities or special educational needs.
3. Staff undertake educational actions aimed at shaping proper attitudes – they help children express emotions in ways that do not harm others and teach the principles of cooperation, friendship, and respect towards peers and adults.
4. The rules for safe relationships between staff and children apply to all kindergarten employees, interns, and volunteers.

#### AREA: RESPECTING CHILDREN'S RIGHTS

Kindergarten staff:

1. Respect and protect children's rights.
2. Promote knowledge about children's rights in a way appropriate to their age – through play, stories, role-playing, and conversations.
3. Ensure every child's right to play and participate in educational activities.
4. Do not restrict a child's access to activities and do not apply isolation methods, for example by sending a child out of the room or limiting participation in activities.
5. Provide children with emotional support and, if necessary, enable access to psychological and pedagogical assistance.
6. Do not disclose matters that may violate the welfare of the child or their family.
7. Do not spread information about the child's family, such as their economic situation, family problems, or health condition.
8. Respect children's privacy and, if it is necessary to depart from the principle of confidentiality, explain this to the child in a way that they can understand.
9. Do not publish or distribute a child's image without the consent of the parents/legal guardians.
10. Ensure children's safety during play, activities, and while staying on the kindergarten premises and outside them (for example during walks and trips).
11. Ensure children are protected from all manifestations of violence, neglect, and social threats.
12. Treat all children equally, regardless of their background, religion, social status, or abilities.
13. Resolve conflicts in a constructive way, teaching children how to communicate their needs and emotions properly.

#### AREA: COMMUNICATION BETWEEN KINDERGARTEN STAFF AND MINORS

##### Kindergarten staff:

1. Create an atmosphere of mutual respect and safety.
2. Allow children to express emotions and support them in learning emotional regulation.
3. Do not shame, humiliate, or belittle children.
4. Do not use insults, mock children, or ridicule them, for example by giving them humiliating nicknames.
5. Do not raise their voice without justification; any raising of the voice may only result from the necessity to ensure safety.
6. All disciplinary methods are adapted to the child's age and level of development and never violate the child's dignity.
7. If it is necessary to impose consequences on a child, staff explain what behaviour was inappropriate and why.

#### AREA: PROHIBITION OF ANY FORM OF VIOLENCE AGAINST A CHILD BY KINDERGARTEN STAFF

##### Kindergarten staff:

1. Treat children fairly, without discrimination based on origin, gender, financial status, or level of development.
2. Do not use their physical advantage over children – they do not intimidate, threaten, or force obedience by means of force.
3. Do not use any form of physical violence, for example pushing, pulling by the arms, shaking, or corporal punishment.
4. Do not use psychological violence, for example shaming, isolating, ignoring, mocking, or comparing children in a way that may hurt them.
5. Do not comment negatively on children's appearance and do not use inappropriate expressions.
6. Do not establish inappropriate relationships with children, including relationships with sexual overtones.
7. Do not touch children in a way that is inappropriate to the situation and their needs (for example, avoiding excessively familiar physical contact outside caregiving activities).
8. If care or hygiene activities are necessary (for example assistance in the toilet or changing clothes), they are carried out with respect for the child's privacy and in a professional manner.

#### AREA: CONTACT BETWEEN KINDERGARTEN STAFF AND CHILDREN

##### Kindergarten staff:

1. Treat children as subjects, with respect for their needs and emotions.
2. Contact with children takes place only on the kindergarten premises and during additional activities organised by the institution.
3. Do not invite children to their place of residence and do not establish private relationships outside the kindergarten.
4. Do not contact children through private means of communication such as telephone, internet messengers, or social media.
5. Information about children and their families is treated as confidential and is not disseminated outside the professional environment.

#### II. RULES FOR SAFE RELATIONSHIPS BETWEEN CHILDREN IN THE KINDERGARTEN

##### How to behave safely towards classmates and peers

1. Respect others – do not mock, criticise, or exclude anyone because of their appearance, background, beliefs, or other characteristics.
2. Do not use violence – do not hit, push, insult, or threaten others. Do not use verbal, physical, or psychological aggression.
3. Speak and behave politely – use polite expressions ("please," "thank you," "sorry"), do not use vulgar language, do not shout, and do not insult others.

4. Resolve conflicts calmly – if you have a problem with a classmate or friend, try to resolve it through conversation. If necessary, ask a teacher or another adult for help.
5. Help others – if you see that someone is having difficulties, offer support. Do not laugh at someone else's mistakes or weaknesses.
6. Do not do things that may harm others – do not throw objects, do not disturb learning, and do not create danger in the corridor or on the playground.
7. React to inappropriate behaviour – if you see that someone is being harmed, do not ignore it. Help the victim or inform a teacher.
8. Take care of your own safety and the safety of others – follow the rules in the kindergarten, do not play with dangerous objects, and do not leave without the teacher's permission.
9. Be kind and friendly – build good relationships, be understanding, and treat others as you yourself would like to be treated.

### III. RULES FOR PROTECTING A CHILD'S PRIVACY IN THE KINDERGARTEN

#### Rules for protecting a child's image

1. The kindergarten ensures the protection of the child's image, respecting their right to privacy and protection of personal rights, in accordance with applicable laws.
2. The publication of photographs and audio-video recordings of a child requires the written consent of the parents or legal guardians.
3. In the case of photographs taken during kindergarten celebrations, trips, or other events, if the child constitutes only an element of a larger group (for example in the background of decorations or during play), consent for publication is not required.
4. It is forbidden to place on the Internet or elsewhere information enabling the identification of a child on the basis of photographs or recordings.
5. Monitoring in the kindergarten operates in accordance with the monitoring regulations, and recordings are protected against unauthorised access.

#### Rules for protecting a child's personal data

1. The kindergarten processes children's personal data in accordance with applicable personal data protection laws.
2. The head of the kindergarten has implemented appropriate technical and organisational measures to ensure the security of data processing.
3. Children's personal data may be disclosed only to authorised institutions and persons, in accordance with the law.

### PART III – PROCEDURES IN CASE OF EXPERIENCING HARM IN THE KINDERGARTEN

#### 1. TYPE OF HARM: Physical, verbal, and psychological violence against a child

##### Description of the situation

Someone is aggressive towards you for a longer period of time or hurts you in different ways. This may include:

- Physical violence: for example pushing, kicking, hitting, throwing objects.
- Verbal violence: for example mocking, calling you names, insulting you, making cruel jokes.
- Psychological violence: for example ignoring you, excluding you from play, threatening or scaring you, destroying your toys or belongings.

Procedure for the child

1. If you feel bad or unsafe, tell a teacher in the kindergarten or another teacher you trust. Explain what is happening and ask for help. If you know that someone witnessed the violence, tell an adult about it. It is also important to tell your parents.
2. The teacher or class teacher to whom you report the problem will try to help. They may talk to your parents if necessary.

Kindergarten actions: The kindergarten will immediately take action to stop such behaviour. Every kindergarten staff member who notices violence or aggression is obliged to react.

3. After speaking with you and the perpetrator(s), the teacher will take appropriate action to clarify the situation and help you feel safe.

Kindergarten actions: The kindergarten has rules which explain how to act in such situations. The person who is harming you may be asked to apologise or take other action depending on the seriousness of the situation.

4. If you feel that you need conversation and support, you can always talk to the kindergarten pedagogue or psychologist, who will help you in this difficult situation.

Kindergarten actions: The pedagogue or kindergarten psychologist may help you emotionally and advise you on how to deal with the difficult situation. They will be available until you feel their help is no longer needed.

5. If the situation does not change after the first intervention and the person continues to harm you, tell your class teacher and parents again. Together with them, you may talk to the kindergarten head, who will decide on the next steps.

Kindergarten actions: If the behaviour is serious and threatens your safety, the kindergarten head will decide on the necessity of further steps in order to ensure your protection.

6. If the situation continues and does not improve, parents may report the problem to the appropriate institutions, which will deal with the matter.

2. TYPE OF HARM: Respect for other children's belongings

### Description of the situation

Someone (a person known or unknown to you) took your toy, appropriated something that belonged to you, or deliberately destroyed your toy or other belongings.

### Procedure for the child

1. Report the incident to your class teacher or another teacher – say what happened, when, and where it happened. Inform them if there were witnesses.
2. Tell your parents about the incident.
3. You may also talk to the kindergarten pedagogue, who will help you in this situation, provide support, and help solve the problem.

### Kindergarten actions

1. The class teacher informs the parents, psychologist, or kindergarten pedagogue about the incident.
2. The class teacher and teachers talk to the children who witnessed the event, if there were any.
3. If the perpetrator takes or destroys your belongings, the class teacher takes steps to clarify the situation and informs the perpetrator's parents.
4. Educational actions are taken in the kindergarten to repair the situation and restore fairness. The perpetrator will be obliged to apologise and/or repair the damage, for example by returning the toy or replacing the damaged item.

## 3. TYPE OF HARM: Domestic violence against a child

### Description of the situation

Domestic violence is not only physical harm, but also psychological and emotional harm, which may lead to fear, suffering, and even health problems.

This may include:

- physical violence (hitting, pulling),
- words that hurt your feelings or make you feel sad,
- keeping you at home and preventing you from meeting friends or teachers.

### Procedure for the child

1. If you know that you are being harmed at home, talk to a teacher you trust or to your class teacher.
2. You can also tell your parents or another trusted adult, for example the kindergarten psychologist.
3. If a teacher notices that something worrying is happening, they will ask you about it and help find a solution.

#### Kindergarten actions

1. Every teacher is obliged to care for your safety. If a teacher notices that something worrying is happening, they will take appropriate steps to help you.
2. The kindergarten will talk to your parents to make sure that your safety is ensured. If necessary, the kindergarten pedagogue or psychologist will provide support and assistance.
3. If the situation is very serious, a teacher may notify the appropriate institutions, for example the police or specialists.

#### 4. TYPE OF HARM: Unequal treatment – discrimination against a child

##### Description of the situation

Discrimination is a situation in which someone treats you worse because of who you are, what you look like, where you live, or what abilities you have. It may include mocking your appearance, behaviour, background, religion, or other characteristics.

##### Procedure for the child

1. If someone mocks you or treats you worse, talk about it with your class teacher or another teacher you trust.
2. Tell your parents about it as well.
3. Do not be afraid to talk about what hurt you and ask for help.

#### Kindergarten actions

1. The class teacher and kindergarten pedagogue will talk to the children who may have harmed you in order to understand what happened.
2. Teachers will undertake educational and preventive actions to ensure that all children in the kindergarten are treated equally and with respect.
3. Depending on the situation, the perpetrator's parents and you will be informed about further steps.

#### 5. TYPE OF HARM: Cyberbullying against a child

##### Description of the situation

Cyberbullying is a situation in which someone maliciously uses the internet or a phone to hurt you, for example by sending offensive messages, spreading photos intended to humiliate you, or impersonating you online.

##### Procedure for the minor

1. If you experience cyberbullying, try to save what is happening and show it to a trusted adult.
2. Talk about it with your class teacher or another teacher.
3. You can also tell your parents about it.

#### Kindergarten actions

1. Teachers and the kindergarten pedagogue will help you solve the cyberbullying problem.
2. They may talk to the persons responsible and explain why their behaviour was unacceptable.
3. Depending on the situation, the school will take appropriate educational steps towards the perpetrator so that the situation does not happen again.