



ZAGREB

Sveti Duh 122, Zagreb, Croatia

SAFEGUARDING POLICY

Bright Horizons (IBSZ) staff members and those working within the school share a common responsibility and commitment to the awareness, prevention, and reporting and responding to child abuse in the course of their work.

“Bright Horizons” IBSZ will endeavour to safeguard children as follows:

- by adopting child protection guidelines and accepted procedures
- by adopting a staff code of behaviour
- by providing children with expected codes of behaviour and ensuring they understand what those are, especially bullying.
- by sharing information and acting promptly and professionally to any concerns

This policy applies to all children regardless of gender, ethnicity, nationality, disability, or religion.

The most important key to child safety is prevention. It is widely recognised that organisational awareness and good practice can promote positive staff action or behaviour, reduce opportunities for offending and enable early detection and response.



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Before employing any staff member, background screening checks must be conducted to ensure their suitability. This includes independent references and Police Statement of Impunity (where available). Teaching staff and those who work directly with children, will be undertaken under additional check to ensure their eligibility. This should include checking identification, qualifications and obtaining references from previous employers

Media

We shall reproduce images of children only where we have the written permission of their parents / guardians. For more information, refer to our Data Protection Policy.

Code of behaviour

- All children have rights. No one can take away a child's right to be safe.
- All children have the right for support against any form of abuse, neglect and bullying.
- All children must feel they can tell a trusted adult of any incident that frightens, confuses, or makes them unhappy.
- All children must know that if they go to an adult for help, their words will be taken seriously, and adequate support will be provided.
- All children have the right to be treated with respect and to be safeguarded from harm.



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Identifying bullying

Bullying is usually defined as behaviour that is:

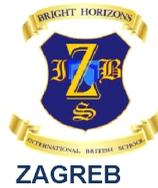
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

Bullying takes various forms; it may be physical, emotional, verbal, sexual, racial, or digital- cyberbullying. It also may include showing a lack of respect for another's property, excluding somebody from a social group, physical assault, teasing, making threats, or name calling.

One person 'having a joke' may mean another person is suffering bullying. Sometimes it is obvious, sometimes it is done subtly and in such a way that children will be worried about telling staff what is happening. For this reason, it is vital that staff are vigilant in noticing changes in behaviour of children, particularly if they become withdrawn.

How to react if you suspect bullying

- Investigate all reports, however seemingly trivial, and take them seriously into consideration
- Ensure that all reports of suspected bullying are recorded in the Incidents Register. Ensure that the follow up and resolution / consequence is recorded.
- Once it has been established that bullying has taken / is taking place, refer the incident to the Head Teacher.
- Explain to the person acting unkindly that their actions are unacceptable and tell them the effect it has had on another / other



- Ask them to consider an appropriate way of putting things right and, if necessary, support them in carrying out an apology.
- Ensure that any apology / reconciliation - bring both parties (bully and bullied) together for a 'no blame' meeting. The aim is to clarify the situation through discussion and allow both sides to work out a solution that is satisfactory to them both. This will be recorded and signed by a staff member.
- Send details to the Head Office who will inform parents of both parties what has happened and how it has been resolved.
- If, after this meeting, the bullying continues then it must be seen as deliberate or that the perpetrator (for example if suffering from fits of anger) is unable to control himself or herself.
- The Head teacher will take immediate action to protect the bullied person and will begin procedures to restrict the activities of the bully. The Head Office will keep parents of both parties fully informed.
- Any further incidents of bullying by the same person will result in them being sent home as quickly as possible.

Anti-bullying prevention programme in Bright Horizons

At Bright Horizons we have a zero-tolerance policy towards any form of bullying. As part of our safeguarding responsibilities, we are:

- Teaching children how to protect themselves through PSHE (Personal, Social and Health Education) lessons covering topics such as risky behaviours, suitable and inappropriate physical contacts, dealing with peer pressure, safe internet use, bullying and harassment.
- All teaching staff members have completed Safeguarding- Child Protection in International schools training



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Child abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Child abuse is most often used to describe ways in which children are harmed with damage to their physical or mental health. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

Types of abuse are usually categorized into: physical, emotional, sexual, neglect and special circumstances.

How to react if you suspect child abuse

1. You have a concern about a pupil's wellbeing, based on:

- Something the pupil or parent has told you
- Something you have noticed about the pupil's appearance, behaviour, or health
- Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It is never teaching staff's decision alone how to respond to concerns, but it is **always** common responsibility to share concerns, no matter how small.



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2. **Deciding whether it is needed to find out more** by asking the pupil, or their parent/ carer to clarify concerns, being careful to use open questions, beginning with words like: ‘how’, ‘why’, ‘where’, ‘when’, ‘who’?
3. **Letting the pupil/ parent know what is planned next** if a disclosure of abuse is discussed. It is important not to give any kind of promise about keeping a secret on a discussed matter. For example: ‘I am worried about your bruise, and I need to tell Mrs Horvat so that she can help us think about how to keep you safe’.
4. **Informing the DSL immediately.** If the DSL is not available, inform their Deputy. If neither of these staff members are available, speak to the Head Teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.
5. **Making a written record** as soon as possible after the event, noting:
 - Name of pupil and grade
 - Date, time, and place
 - Who else was present
 - What was said / What happened / What you noticed (speech, behaviour, mood, drawings, games, or appearance)
 - If the pupil or parent spoke, writing their words rather than personal interpretation
 - Analysis of what you observed and why it is a cause for concern.

Preserving Evidence

- All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing) must be safeguarded, preserved and confidential
- Parents will normally be kept informed of any action to be taken under these procedures.

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Designated
Safeguarding Lead:

Svjetlana Đurić, Zorica Perić
School Counselor

Deputy Designated
Safeguarding Lead:

Sarah Jane Grace
Form Teacher, Lower Years Coordinator

Last Reviewed:

August, 2022