



ST HILDA'S SCHOOL
GOLD COAST

St Hilda's School

Outside School Hours Care

Policy No:	OSHC POL 2.4	Policy Name:	OSHC Bullying Prevention and Intervention Policy and Procedure
Policy Written Date:	7/4/2022	Policy Version:	2.2
Policy Review Date:	March 2024	Next Review Date:	March 2025
Written By:	Mrs Lisa Cleverly	Principal:	Mrs Virginia Warner

CHILDREN'S HEALTH AND SAFETY

OSHC BULLYING PREVENTION AND INTERVENTION POLICY AND PROCEDURE

POLICY STATEMENT

St Hilda's OSHC recognises its duty to children to provide a safe and positive learning environment where individual differences and diversity within OSHC are respected and accepted.

Anglicanism forms the basis of the school's values and beliefs. The OSHC Centre, as a place of learning, will actively teach and model Christian love, respect for others and inclusion. All educators, staff members, children, and their families should feel socially comfortable and safe while part of this community.

Bullying is not tolerated at St Hilda's OSHC.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving children, educators, and parents/guardians
- bullying prevention strategies be implemented within OSHC on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower educators, children and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies be tailored to the circumstances of each incident
- any cyberbullying incident that affects the wellbeing of a child will be addressed, even where initiated outside of school hours or school grounds
- educators establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed, and their impact is evaluated, on an annual basis against best practice.

What is Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- **Indirect bullying** which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyberbullying** which is the ongoing abuse of power to threaten or harm another person using technology. Cyberbullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What Isn't Bullying

There are many negative situations which, while being potentially distressing for children, are not bullying. These include:

- **Mutual Conflict Situations** which arise where there is disagreement between children but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- **One-Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school
- feeling ill in the mornings
- a decline in quality of schoolwork
- becoming withdrawn and lacking confidence
- beginning to bully siblings
- acting unreasonably.

Parents/guardians are encouraged to recognise signs of bullying and notify OSHC through a trusted staff member immediately (such as an OSHC educator, OSHC Co-ordinator, Director of Pre-Preparatory or School counsellor or psychologist), if they suspect their child is a victim of bullying.

NATIONAL QUALITY STANDARD (NQS)

Quality Area 2: Children's Health and Safety		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
Quality Area 5: Relationships with Children		
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Children (Education and Care Services) National Law QLD	
155	Interactions with children
156	Relationships in groups

PROCEDURE

Bullying Prevention Strategies

St Hilda's OSHC recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within OSHC:

- A structured curriculum and peer group support system, that provides age-appropriate information and social and emotional competencies relating to bullying (including cyberbullying) and bullying prevention, to children over the course of the academic year.

- Education, training and professional development of educators in bullying prevention and response strategies.
- Appropriate sharing among educators of information about cyberbullying incidents.
- Regular provision of information to parents/guardians, to raise awareness of bullying as an OSHC community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with OSHC.
- Promotion of a supportive environment that encourages the development of positive relationships and communication between educators, children and parents/guardians.
- Promotion of responsible bystander behaviour amongst children, educators and parents/guardians.
- Reporting of incidents of alleged bullying by children, bystanders, parents/guardians and educators are encouraged, and made easy through the establishment of multiple reporting channels (as specified below).
- Regular risk assessments of bullying within OSHC are undertaken by talking with children to identify bullying issues that may ordinarily go unnoticed by educators.
- Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate.
- Statements supporting bullying prevention are included in student communications.
- Education of educators, children and parents/guardians on health conditions to promote understanding and to reduce stigma and fear.
- Anti-bullying posters are displayed strategically within OSHC.
- Promotion of child awareness and a 'no-bullying' environment.

Reporting Bullying

Children and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of OSHC's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to children who experience bullying (and parents/guardians) that:

- bullying is not tolerated within OSHC
- their concerns will be taken seriously
- OSHC has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to OSHC verbally (or in writing) through any of the following avenues:

- informing a OSHC educator
- informing the OSHC Co-ordinator
- informing the Director of Pre-Preparatory

Bullying that occurs outside of school hours and affects the wellbeing of a child (such as cyberbullying) should also be reported.

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts. In all circumstances OSHC:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- [Shared Concern Method](#)
- [The "No Blame" Approach \(Maines & Robinson\)](#)

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Director of Pre-Preparatory's or Principal's discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying and Other Support Services

St Hilda's OSHC offers support to all children who have been affected by bullying, regardless of whether the bullying was dealt with under this policy or not.

The following support services are available to children and educators:

[Bullying No Way!](#)

[Kids Helpline](#)

[Headspace](#)

School Counsellor

School Psychologist

Family and Child Connect

Employee Assistance Program (Staff)

Educator Responsibilities

All educators must:

- model appropriate behaviour at all times
- deal with all reported and observed incidents of bullying in accordance with this policy
- ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately
- be vigilant in monitoring children that have been identified as either persistent bullies or victims
- monitor children to ensure that any actions done to address bullying and its impact have been effective
- acknowledge the right of parents/guardians to speak with OSHC if they believe their child is being bullied.

Implementation

This Policy is implemented through a combination of:

- educator training
- children and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a 'no-bullying' culture within the School community
- effective record keeping procedures
- monitor children to ensure that any actions one to address bullying and its impact have been effective
- initiation of corrective actions where necessary.

LINKS TO OTHER POLICIES:

The following are a list of policies relating to the **OSHC Bullying Prevention and Intervention Policy and Procedure:**

- ***Behaviour Guidance in Anglican Education and Care Services Policy and Procedure***
- ***OSHC Behaviour Guidance Policy Support Document***
- ***Supervision in Anglican Education and Care Services Policy***
- ***Supervision in Anglican Education and Care Services Procedure***
- ***OSHC Supervision Policy Support Document***
- ***OSHC Expectations of Children***

POLICY SOURCED FROM:

- Ministerial Council for Education, Early Childhood Development and Youth Affairs. (2017). Education and Care Services National Regulations. Retrieved January 16, 2018, from <https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>
- Parliament of Victoria. (2011). Education and Care Services National Law Act 2013. Retrieved January 16 2018, from <https://www.legislation.qld.gov.au/view/pdf/2017-10-01/act-2013-ecsnlq>

REVIEW

Policy Reviewed	Modifications	Next Review Date
May 2018	Updated references to National Quality Standard and National regulations. Changes made to procedure – a more detailed description	March 2019
March 2019	Nil	March 2020
March 2020	Nil	March 2021
March 2021	Nil	March 2022
March 2022	Policy and Procedure rewritten after review	March 2023
March 2023	Included OSHC Expectations of Children	March 2024
March 2024	Updated Principal's details and links	March 2025

March 2025	Nil	March 2026
------------	-----	------------