EASTWOOD HEIGHTS OOSH

Bullying Policy

Policy Number	QA 5/3	Title	Bullying Policy
Revision	2.0	Written By	Policy Team and Nominated Supervisor
Reviewed By	EHOOSH Management Committee	Approved By	EHOOSH Management Committee
Supersedes	1.0	Effective Date	May 2025

1. Policy Statement

Eastwood Heights OOSH is committed to providing a safe, inclusive, and respectful environment where all children, staff, and families are treated with dignity. Bullying in any form is not tolerated at this service. This policy clearly outlines our proactive and responsive strategies to prevent bullying, ensure child and staff wellbeing, and comply with legal and regulatory obligations.

We define bullying as repeated, intentional behaviour that causes physical, emotional or psychological harm to another person. It can occur in many forms, including verbal, physical, social, and digital. Bullying may occur between children, children and adults, or between adults. Regardless of the context, bullying is unacceptable and will be addressed promptly and sensitively.

2. Background

This policy supports child protection, occupational safety, and aligns with the Child Safe Standards, promoting early intervention, positive relationships, and respectful conflict resolution within the service.

3. Implementation

The service prevents and manages bullying through proactive educator practice, child-led programming, and immediate restorative responses. Anti bullying strategies are embedded in daily routines, guided by PARS principles and aligned with regulatory and child safe standards.

3.1 Preventative Strategies

3.1.1 Educator Practice

Educators model respectful/inclusive behaviour and build strong connection with children that support emotional regulation and resilience. Through consistent use of positive guidance, restorative practices, and trauma informed strategies, educators foster a psychologically safe space that promotes safe interactions within the service. By building these strong connections, it allows educators to develop a 'Professional Judgement' to allow them to recognise early signs of unusual behaviour and intervene supportively.

3.1.2 Environment and Programming

The service environment is structured to minimise conflict and support positive peer relationships. Programs are designed to be engaging, inclusive, and responsive to children's needs and interests. Adequate resources, flexible spaces, and varied activities reduce boredom, social friction, and power imbalances, while encouraging collaboration and creativity.

3.1.3 Emotion Coaching

Educators respond to children's emotional cues with empathy and validation. They name and acknowledge children's feelings, support them in understanding emotional responses, and guide them in expressing emotions safely and appropriately. Through these interactions, educators help children build self-regulation skills and develop empathy toward others.

3.2 Reporting and Responding Procedures

3.2.1 Immediate Action

When an incident of bullying is observed or reported, educators must act without delay to ensure the immediate safety and wellbeing of all children involved. This includes interrupting any harmful behaviour and separating the children if necessary to de-escalate the situation.

3.2.2 Initial Response

The child who was targeted is supported with empathy and reassurance. The child displaying bullying behaviour is engaged in a non-punitive conversation using restorative questions to encourage accountability and promote emotion coaching. Both parties are supported in understanding the impact of the behaviour and identifying alternative ways to resolve conflict.

3.2.3 Escalation Protocol

Where behaviour is ongoing or serious, the Nominated Supervisor is informed, and a meeting may be held with family/families involved. If required, behaviour support plans or agreements are created. Staff may also consult support services for further guidance on intervention.

3.2.4 Confidentiality and Documentation

All bullying incidents are documented in the service's Behaviour and Incident Register, with records kept confidential and securely stored. Families are informed with sensitivity and respect, ensuring that privacy is maintained and that information shared focuses on resolution and support.

3.2.5 Referral

If a child's safety or wellbeing is at risk, the incident is escalated in accordance with the service's Child Protection Policy. Mandatory reporting obligations under the Children and Young Persons (Care and Protection) Act 1998 (NSW) are followed, and referrals to relevant support agencies are made where appropriate.

4. Roles and Responsibilities

Approved Provider	- Ensure a bullying policy is implemented and reviewed. - Provide resources for staff training in behaviour support and restorative practices.
Nominated Supervisor	- Ensure consistent application of this policy. - Support educators through debriefing and professional development. - Maintain incident records and report to regulatory bodies if required - Monitor behaviour records and incident data to identify patterns and implement preventative strategies. - Liaise with external support agencies and regulatory authorities when required.
Responsible Person in Charge	- Act as the designated point of contact when bullying incidents are reported during a shift - Implement the procedure daily. - Support children and educators in applying positive guidance strategies - Communicate key concerns to the Nominated Supervisor and families as appropriate.
Educators and Support Staff	- Model inclusive, respectful behaviour and foster a culture of empathy, kindness, and cooperation. - Observe and respond to group dynamics, intervening early to de-escalate conflict and prevent bullying. - Participate in ongoing training and reflective practice to build their capability in behaviour support and child protection. - Document and communicate incidents as required. - Utilise emotion coaching in daily practice
Educational Leader	- Promote opportunities for children to develop emotional literacy, peer negotiation skills, and social resilience through play. - Lead planning sessions that reflect on inclusion, peer dynamics, and emerging needs within the group. - Encourage the use of the planning cycle to evaluate the effectiveness of strategies addressing bullying or exclusion.

Families	• Raise concerns with staff and participate in cooperative resolution strategies. • Support their child in understanding and practising inclusive behaviour.

5. References

5.1. Statutory Authority

- Education and Care Services National Law Act 2010

- Education and Care Services National Regulations

- Children and Young Persons (Care and Protection) Act 1998 (NSW)

- NSW Work Health and Safety Act 2011

- NSW Child Protection (Working with Children) Act 2012

5.2. Relevant Service Policies

- Behaviour Guidance Policy

- Child Protection Policy

- Supervision Policy

- Code of Conduct

- Incident, Injury, Trauma and Illness Policy

5.3. National Frameworks

- National Quality Standard (NQS)

- My Time, Our Place (MTOP)

6. Legislative Requirements.

Education and Care Services National Law Act 2010 & Education and Care Services National Regulations 2011

Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 168(2)(j)	Policies and procedures on interactions with children, including guiding children's behavior
Regulation 170	Policies and procedures to be followed
Regulation 181	Confidentiality of records kept by approved provider
Regulation 182	Confidentiality of records kept by family day care educator
Regulation 183	Storage of records and other documents
Regulation 184	Storage of records after service approval transferred

Revision Chronology

Version Number	Date	Reason for Change
1.0	April 2022	Creation of Policy
2.0	May 2025	Updated and reviewed in new template