

(Revised September 2025)

Policy Statement:

As part of the Mueller College Outside School Hours Care (OSHC) Behaviour Management Policy, specific details in regard to the Service's approach to issues of bullying are described in the Anti-Bullying Policy. The Mueller College OSHC Service has a Duty of Care to all children and young people who attend and educators who work within the Service.

OSHC is committed to providing a safe and caring environment, which fosters respect for others. This Service will not tolerate bullying. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Background:

The Education and Care National regulations require Service providers to have Policies and procedures that support a child safe environment including systems for identifying and dealing with bullying.

Important terms:

Children and young people	Refers to the children and young people present in the care environment.
Educator	Refers to the staff employed by the Service to provide care for children and young people attending.
Parent/guardian	Refers to the primary carer/s of the child or young person attending the Service.
Family	Refers to the group of people, including the primary carer which engage daily with the child or young person in the home environment.

Legislation:

National Quality Standard (NQS):

Quality Area 2: Children's Health & Safety
5: Relationships with Children

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.
2.2.3	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.
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive Educator to Child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and Rights of the Child	The dignity and rights of every child are maintained.
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

155	Requires an approved provider to take reasonable steps to ensure that the education and care service provides education and care to children in a way that (a) encourages the children to express themselves and their opinions; and (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and (c) maintains at all times the dignity and rights of each child; and (d) gives each child positive guidance and encouragement toward acceptable behaviour; and (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.
156	Requires the approved provider of an education and care service to take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

Education and Care Services National Law

167	Requires The approved provider and Nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard
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likely to cause injury.

Principals:

- To build a culture of respectful and positive interaction will be promoted with children, young people and educators.
- To support children and young people in building respectful, caring relationships, showing empathy for each other.
- To educate children and young people with tools to manage social interactions, conflict and difference while identifying and working to eliminate bullying behaviours.

Procedure:

Children and young peoples will:

- Report any incidents of bullying that they are either involved in or witness.
- Help someone who is being bullied.
- Do everything they can to keep the play safe and happy.
- Use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents/ Guardians will:

- Encourage their child or young person to report if they are bullied.
- Watch for signs of bullying.
- Speak to OSHC educators or the Service Nominated supervisor if their child or young person is being bullied or they suspect bullying.
- Work with the OSHC educators and Nominated supervisor in seeking a permanent solution.
- Model caring and tolerant behaviour when interacting with children and young people, educators or other parents/guardians.
- Promote strategies that enable their child or young person to feel empowered and confident if they have to deal with a bullying incident.

Educators and Lead educators will:

- Model caring and tolerant behaviour towards children and young people, parents or guardians and other educators.
- Carefully monitor children and young peoples' behaviour while participating in any of the service's programs or activities.
- Educate children and young people in the definition of bullying: 'when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing.' (Australian Human Rights Commission).
- Encourage children and young people to report any incidents of bullying that they are either involved in or witness.
- Investigate all reports of bullying, taking seriously all accusations by families, children or young people.
- Manage all observed or reported incidences of bullying by speaking to all parties and witness.
- Protect the target from further harm through separations or close observations as needed.
- Assist the bully to change their behaviour.
- Keep a record of bullying behaviour.

Responding to a Bullying Incident

The Service is committed to implementing positive and permanent solutions to bullying. Educators, children or young people and parents/ guardians will work together to stop all bullying as part of the 'no tolerance' approach. The following steps will be followed:

- Step one:** Reported incident of bullying (either by witness, victim or third party e.g. parent/guardian)
- Step two:** Incident recorded and appropriate response sought.
- Step three:** Educators member intervention. Discussion with the children and young people involved and witnesses. Mediation between children and young people with the aim to find an appropriate solution to the problem. Children and young people are encouraged to use conflict resolution strategies. A back up plan is considered in the event that the first solution proves unsuccessful.
- Step four:** Agreed solution implemented. Back up plan implemented if necessary.
- Step five:** Report of repeat occurrence of incident (either by witness, victim or third party.) Parents/ Guardians notified.
- Step six:** Forwarded to Nominated supervisor. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented. Behaviour strategy plans formulated with families as needed.
- Step seven:** Monitoring of implementation of consequences.
- Step eight:** Further offences may result in suspension from the Service. Re-entry may require agreed behaviour contract.

Nominated supervisors will:

- Support educators to follow processes listed above through training and mentoring.
- Intervene or provide additional support to resolve accusations of bullying and coordinate family discussions to work toward resolve.

Approved provider & Nominated Supervisor will:

- Share the 'Anti-bullying Policy and Procedure' with all employees upon their induction and ensure it is available to staff and families at all times.
- Additional professional development will be provided as needed and during review processes.
- All Service policy will be reviewed annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.

See also:

- Mueller OSHC Behaviour Support, Management and Exclusion Policy & Procedure
- Mueller OSHC Child Protection and Reporting Policy & Procedure
- Mueller OSHC Inclusion of Additional Needs Policy & Procedure
- Mueller OSHC Celebrating Cultural difference, Aboriginal and Torres Strait Islander Peoples Policy & Procedure

REFERENCES:

- Education and Care Services National Law Act 2010, Current as at October 2024
- Education and Care Services National Regulations, Current as at September 2025
- Education and Care Services National Law Act (QLD) 2011, Current as at September 2025
- Child Protection Act 1999 (Current as at 20 September 2025)
- Guide to the National Quality Framework, Revised September 2025
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- Child Protection Regulation 2023 (Current as at 18 August 2023)
- Family & Child Commission Act 2014 (current as of 24 June 2024)
- Education and Care Services Act 2013, Current as at Feb 2024
- United Nations Convention on the Rights of the Child (Last modified 2 August 2014)
- The Code of Ethics - Early Childhood Australia Inc. (2025 update)

REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	23/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	NOV 2025
VERSION NUMBER	V2.3		
MODIFICATIONS	<ul style="list-style-type: none"> Updated reference 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	PAST REVIEW DATE	
	<ul style="list-style-type: none"> Updated references Addition of review table 	DEC 2024	
	<ul style="list-style-type: none"> Updated legislation Description of bullying added Defined procedure further Imbedded child safe practices 	MAR 2025	