



## D-25 Harassment, Bullying and Violence

### NQS

QA. 2.3	Each child is protected.
QA. 2.3.1	Children are adequately supervised at all times.
QA. 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
QA. 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QA. 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
QA. 4.2	Educators, co-ordinators and staff members are respectful and ethical.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
QA. 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA. 5.2.3	The dignity and the rights of every child are maintained at all times.
QA. 6.3.3	Access to inclusion and support assistance is facilitated.
QA. 7.3	Administrative systems enable the effective management of a quality service.
QA. 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
QA. 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

### National Regulations

Reg. 85	Incident, injury, trauma and illness policies and procedures
Reg. 86	Notification to parents of incident, injury, trauma and illness
Reg. 87	Incident, injury, trauma and illness record
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 176	Time to notify certain information to Regulatory Authority
Reg. 181	Confidentiality of records kept by approved provider

### My Time, Our Place

LO. 1	Children feel safe, secure, and supported
	Children learn to interact in relation to others with care, empathy and respect
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active



	community participation
	Children respond to diversity with respect
	Children become aware of fairness
LO. 3	Children have a strong sense of wellbeing
LO. 5	Children are effective communicators

## Policy Statement

We recognise that all staff, children, parents and visitors have a right to feel safe and comfortable while at the Centre. We aim to provide an environment that is free from physical, emotional, psychological or sexual harassment, bullying or violence by ensuring all staff and families are aware of the Centre's philosophy, complaints and grievance procedures and that all children are made aware of the Centre rules.

## Related Policies

- Concord OSHC Policy A-3: Philosophy
- Concord OSHC Policy A-14: Complaints
- Concord OSHC Policy A-17: Privacy and Confidentiality
- Concord OSHC Policy C-3: Staff Orientation and Induction
- Concord OSHC Policy C-5: Staff Professionalism
- Concord OSHC Policy C-7: Grievance Procedures
- Concord OSHC Policy C-8: Disciplinary Action
- Concord OSHC Policy C-12: Communication
- Concord OSHC Policy C-13: Interactions with Children
- Concord OSHC Policy D-9: Emergency Procedures
- Concord OSHC Policy D-22: Child Protection
- Concord OSHC Policy D-23: Child Management / Behaviour Guidance
- Concord OSHC Policy D-24: Exclusion for Unacceptable Behaviour
- Concord OSHC Policy D-30: Supervision

## Procedure

Harassment, bullying and/or violence will not be tolerated under any circumstances at Concord OSHC. Bullying is identified as a range of anti-social behaviours which are different from one-off events of aggression or conflict between individuals or groups.

Harassment and bullying can take many forms:



- *Physical* - hitting, punching, pushing, any kind of sexual interference; threatening to harm people or their property; hiding, damaging or destroying the property of others
- *Verbal* - name-calling, putting others down, using words to threaten or tease, ridiculing; making derogatory comments about a person's culture, background, customs, gender, sexuality or beliefs; spreading rumours about people or their families and friends; mocking or denigrating another person's abilities and talents (including via e-mail and text)
- *Gesture* - looks, shrugs or other gestures which are associated with threats or which are offensive
- *Sexual* - sexual harassment in this context, refers to " *deliberate sexual comments and gestures, or any other conduct of a sexual nature which is perceived to be embarrassing, demeaning or compromising*"
- *Cyber Bullying* – using text messages or social media to harass or with the intention of harming or victimising others

Concord OSHC adopts the Concord Public School philosophy against bullying.

### **Prevention and Response Strategies**

Educators will teach children strategies to challenge bullying behaviour through appropriate and age-specific learning experiences. Strategies could include:

- using assertive behaviour – saying “No” or “I don’t like it when you do that”
- knowing when to walk away from teasing
- learning to read other people’s feelings, body language, or expressions
- developing appropriate conflict resolution skills

The Centre will work with children and families to promote socially responsive environments in which empathy and respect for others, taking responsibility for your actions and understanding how your actions affect others are modelled, encouraged and taught. Children will be taught about their right to feel safe and the importance of telling others when they feel unsafe.

Effective supervision will be maintained in all play areas and all aspects of the program.

### **When involving children:**

Basic agreements and clear guidelines of acceptable behaviour will be established through consultation with educators and children (see D-23 Child Management / Behaviour Guidance). Not all aspects of bullying will attract consequences and restrictions as below as often the incidents can be handled and resolved appropriately with assistance of the staff at the Centre.

If a child is seen to be demonstrating any form of harassment or bullying, educators will:



- talk to the child individually about the incident, ensuring the child understands that anti-social behaviour is not tolerated at the Centre
- speak to other children involved in the incident
- complete an incident report including all sides of the story, indicating date, time, victim, offender and attendant (child names shall remain confidential)
- ensure that the parents of all the children involved are notified of the incident, as soon as is practicable, but no later than 24hrs following the incident

If deemed necessary, a meeting with the Nominated Supervisor will be scheduled to discuss a behaviour management plan for the child and the steps outlined in the D-24 Exclusion for Unacceptable Behaviour will be followed. If the behaviour continues, the Management Committee will be informed and a decision will be made as to whether the child should be excluded from the Centre for a period of time.

#### **When involving educators:**

Staff members will be presented with a Staff Handbook and code of conduct upon employment. Any staff member seen to be demonstrating harassment, bullying or violence of any kind will be referred to the Nominated Supervisor and/or Management Committee. The steps outlined in C-8 Disciplinary Action Policy will be followed.

The privacy and confidentiality of all involved in an incident involving harassment, bullying, or violence, will be maintained as per the Centre's policy on Privacy and Confidentiality.

#### **Harassment and threats of violence from unknown persons**

If a person/s known or unknown to the service harasses or makes threats to children or staff at the Centre, or on an excursion, staff will:

- Calmly and politely inform them of Policy and ask them to leave the Centre or the vicinity of the children
- If they refuse to leave, explain that it may be necessary to call the Police to remove them
- If they still do not leave, call the Police
- If the Responsible Person on duty is unable to make the call, another staff member should be directed to do so
- Where possible, staff will calmly move the children away from the person and observe the difficult situation, acting as a witness
- No staff member is to try to physically remove the unwelcome person, but try to remain calm and keep the person as far as possible from the group while waiting for the Police

The steps outlined in D-9 Emergency Procedures will be followed.

#### **Sources**

- Educational and Care Services National Regulations 2011
- National Quality Standard



- My Time, Our Place Framework for School Age Care in Australia
- Privacy Act 1988
- Putting Children First (NCAC) Factsheet – ‘Bullying and Childcare’
- Putting Children First (NCAC) Article – ‘Managing bullying in child care’
- Children's and Young Persons (Care and Protection) Act 1998
- United Nations Convention on the Rights of the Child
- NSW Anti-Discrimination Act 1977
- Epping North Public School – Bullying Policy

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