



Ignatius Park College

Bullying and Harassment Prevention and Intervention Policy

Rationale

Bullying and harassment in all their forms have no place in the Ignatius Park College community, which is committed to maintaining a safe, respectful, and supportive learning environment for all. Every member of the College community has a responsibility to uphold the wellbeing and safety of students by fostering a culture where all individuals feel valued, included, and free from discrimination or harassment.

The College recognises its duty to provide a positive environment that embraces individual differences and diversity and therefore does not tolerate bullying in any capacity.

This policy is in accordance with the Charter for Catholic schools in the Edmund Rice Tradition and is underpinned by core EREA values. The policy seeks to ensure a commitment to:

- Fostering the dignity, self-esteem and agency of all people in the College community
- Building positive relationships amongst all members of the College community, and
- The provision of safe, supportive and enriching environments in the context of natural justice, procedural fairness, and due process for all members of the College community.

Each young person has a right to enjoy a safe and supportive environment free from fear or bullying/harassment. All suspected or reported bullying to young people will be handled by procedures that provide an immediate response and comply with civil and church requirements. EREA Colleges (through Ignatius Park College) are committed to providing students with an atmosphere that is safe and based on mutual respect and dignity.

The purpose of this document is to encourage an environment that seeks and affirms each boy's worth, dignity and vocation. Bullying and harassment undermine these values and prevent students from striving for excellence in every dimension of life.

Students are entitled to receive their education free from humiliation, oppression and abuse. Bullying and Harassment affect not only those directly involved, but also those who witness violence, intimidation and the distress of others. These behaviours damage the climate of classrooms and the overall culture of the College. The College acknowledges that some students may experience heightened vulnerability to bullying or harmful behaviour and commits to culturally safe, inclusive, and responsive practices for all students.



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COLLEGE POLICY

This policy document has been developed in conjunction with *the National Standard for Addressing Bullying in Australian Schools*.

It provides clear guidance on behaviours that may constitute bullying or harassment, key definitions, and the procedural steps the College takes in responding to an allegation.

It is our policy that:

- bullying be managed through a “whole-of-College community” approach involving students, staff and parents/guardians
- bullying prevention strategies will be implemented within the College on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies be tailored to the circumstances of each incident
- any online or cyberbullying incident that affects the wellbeing of a student will be addressed, even where initiated outside of school hours or school grounds
- staff 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.

Prevention and Education

The College delivers explicit age-appropriate education in:

- respectful relationships
- digital citizenship
- emotional regulation
- bystander behaviour
- help-seeking
- positive masculinity and healthy relationships

Bullying prevention is embedded within:

- pastoral care
- wellbeing programs
- Men of Action initiatives each Week 5, each Term
- Formation experiences such as retreats
- Student leadership programs (Middle Leaders, Peer Mentors, Healthy Minds and Senior Leaders)



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Application

This policy applies to all staff and students.

Defining Bullying

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying may be recognised by three main characteristics:

- **It is repetitive in nature (prolonged over time)**
- **It involves an imbalance of power**
- **It may be verbal, physical, social or psychological.**

A person is bullied or victimised when he or she is exposed repeatedly and over time, to negative actions on the part of one or more persons.

- **Verbal bullying** - includes name calling or insulting someone about physical characteristics such as their weight or height, hair colour, etc. Or other harassment including race, sexuality, culture, or religion
- **Physical bullying** - includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** - includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person
- **Cyber bullying** - is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smartphones and other mobile devices

Understanding Different Behaviours

At times, there is an element of confusion about the nature of bullying. Below is a summary from a number of online articles that help to explain the differences in certain types of behaviour often evident in schools.

- **Rude:** Inadvertently saying or doing something that hurts someone else
- **Mean:** Purposefully saying or doing something to hurt someone
- **Bullying:** Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.



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What Is not Bullying Behaviour

While some negative interactions may be distressing for students, not all negative behaviour constitutes bullying. Examples include mutual conflict where there is disagreement between students without an imbalance of power; however, these situations may escalate into bullying if not carefully monitored.

- One off Acts (of aggression or meanness)
- Including single incidents of loss of temper, shouting or swearing

It is important to remember that it is the way the victim perceives the behaviour that is important in determining whether or not harassment has taken place, not the intent of a particular individual.

Defining Harassment

Harassment includes any unwelcome behaviour that offends, humiliates, intimidates, threatens, or is physically hurtful. Harassment is similar to bullying because it involves behaviour that causes harm or distress to another person. Harassment is different from bullying in that it is a form of discrimination and is unlawful where the basis for harassment relates to a personal characteristic which is protected by law, such as:

- Discrimination based on race, gender, sexuality, disability or beliefs. Either in person or via some form of digital platform (including social media and group messages)
- Intimidation, humiliation or any behaviour whereby someone feels uncomfortable
- Aggressive behaviour (shoving, intimidating, hitting) directed at another person, or damaging their belongings.

It is important to remember that it is the way the victim perceives the behaviour that is important in determining whether or not harassment has taken place, not the intent of a particular individual.

Types of Harassment

Verbal Harassment

Verbal harassment refers to any unwelcome spoken or written communication that demeans, intimidates, humiliates, or threatens another person. It involves language that undermines an individual's dignity, sense of safety, or wellbeing, and may occur between students, staff, or members of the wider school community. Verbal harassment is inconsistent with a respectful learning environment and is not tolerated, regardless of intent, such as:

- Insults, name-calling, or offensive language
- Threats or intimidation



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- Mocking accents, abilities, or appearance.
- Sexual comments or inappropriate jokes

Physical Harassment

Physical harassment refers to any unwelcome physical behaviour that intimidates, harms, or violates the personal space and safety of another person. It involves actions that create fear, discomfort, or injury, and is inconsistent with a safe, respectful, and supportive learning environment. Physical harassment is not tolerated, regardless of intent. Such as:

- Pushing, hitting, kicking, or tripping
- Throwing objects at someone
- Damaging personal belongings
- Blocking movement or invading personal space

Psychological/ Emotional Harassment

Psychological or emotional harassment is repeated behaviour that harms another person's mental or emotional wellbeing. It undermines confidence, creates fear or distress, and can interfere with learning and social participation.

Examples in a school environment:

- Spreading rumours or gossip about someone
- Deliberately excluding or isolating a student
- Manipulating friendships or social relationships
- Repeated humiliation, belittling, or mocking

Sexual Harassment

Sexual harassment occurs when a student is subjected to unwelcome and uninvited sexual conduct by another student which could be expected to make a student feel offended, humiliated, or intimidated.

Sexual harassment can also result when a sexually intimidating or offensive environment is created.

Sexual harassment can be physical, verbal, written or pictorial, and can range from relatively mild sexual banter to actual physical violence. Mutual attraction or consenting friendships do not constitute sexual harassment.

Examples of sexual harassment include, but are not limited to:

- unwanted physical contact, touching, brushing against another student, hugging
- persistent jokes or innuendos of a sexual nature
- repeated requests to go out



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- offensive gestures
- persistent or intrusive enquiries into another student's private life, sexuality, or physical appearance
- sexual propositions
- sexually offensive phone calls, messages on email, voicemail or written notes
- displaying offensive screen savers, photos, calendars or objects
- sexually explicit emails, text messages, or posts on social networking sites (refer to our Cyber Safety Policy and Procedures).
- stalking
- sexual assault.

Cyberbullying or Online Harassment

Cyberbullying or online harassment refers to any unwelcome, harmful, or intimidating behaviour carried out through digital platforms such as social media, messaging apps, online games, or other internet-based

services. It includes actions that damage a person's reputation, wellbeing, or sense of safety, and may involve the creation or sharing of false, manipulated, or AI-generated content designed to mislead, embarrass, or harm another individual. Cyberbullying can occur at any time and in any place, and is not tolerated, regardless of whether it takes place on or off school grounds.

- Abusive or threatening messages
- Posting embarrassing photos or videos
- Creation or sharing false, manipulated, AI generated content, Impersonation or fake accounts
- Public shaming on social media

Discriminatory Harassment

Discriminatory harassment in a school environment refers to any unwelcome behaviour that targets a person because of a protected personal characteristic, such as race or ethnicity, religion, gender, disability, age, or cultural background. This type of behaviour undermines an individual's dignity, sense of belonging and safety, and is inconsistent with the values of respect, inclusion, and equity within the school community.

Discriminatory harassment is not tolerated, regardless of intent.

Discriminatory Harassment based on personal characteristics, examples include, but are not limited to:

- Making offensive or belittling comments about a person's race, ethnicity, disability, gender, age, or
- cultural background



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- Mocking or deliberate exclusion because of their personal characteristics
- Using gender-based insults, stereotypes, or offensive jokes
- Treating a student unfairly or isolating them due to disability
- Targeting a student because of their age, such as teasing younger or older students
- Creating or sharing harmful content (posts, memes, images) that discriminates against a protected characteristic

IGNATIUS PARK COLLEGE – PROACTIVE STRATEGIES

Bullying and harassment are totally against the mission and purpose of Ignatius Park College. The College is committed to providing an educational environment in which students feel valued and secure. To achieve this, the College will seek to create a school-wide culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying
- Does not tolerate, condone or trivialise bullying and harassment behaviours
- Is aware of what constitutes bullying and/or harassment behaviour
- Provides support to the victims of bullying and/or harassment
- Provides formation and education for victims and perpetrators

The methods used by the College to discourage bullying will vary from time-to-time with new initiatives being introduced when appropriate. The College recognises that a 'one size fits all' approach will not work in responding to bullying. Accordingly, the College uses a multi-faceted approach. These measures include, but are not limited to:

- Delivering the Pastoral Care Program (timetabled) wellbeing lessons tailored to be age and stage specific.
- Running a *Men of Action* Week every Term (Week 5) to both counter issues of bullying, but also to promote positivity among the brotherhood at Ignatius Park College.
- Creating and promoting an anonymous and confidential online bullying incident form that is easily accessible by students
- A proactive and supportive environment is fostered through visible promotion of a bully-free culture at assemblies, in publications, via policies, and through accessible reporting tools and confidential surveys.
- Student wellbeing is supported by trained staff, including Homeroom Teachers, Pastoral Leaders, and counsellors, as well as opportunities for reconciliation and pastoral care initiatives.
- Ongoing staff supervision, training, and leadership in modelling respectful behaviour help ensure a safe and inclusive environment, with all community members encouraged to take responsibility in upholding anti-bullying strategies.



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- The College implements a comprehensive range of responses to address bullying, such as disciplinary actions (detentions, suspensions, withdrawal from activities), maintaining thorough records, and consistently reviewing and updating relevant policies.

Management processes for bullying and harassment matters

The College will make reasonable efforts to initiate a response to reported or observed bullying or harmful behaviour within two school days of becoming aware of the concern.

The College:

- Acknowledge reports of bullying in writing
- Communicate with parents as to ongoing progress
- Implement initial safety planning for the student concerned

Following a report, the College will undertake appropriate safety and wellbeing planning for students impacted, including;

- immediate wellbeing check-in
- risk assessment
- safety planning process where required
- supervision adjustments where required
- re-entry/support plans after serious incidents

Staff Responsibilities

All staff must:

- Always model appropriate behaviour
- Monitor students for early signs of bullying and harassment
- Respond promptly with reported and observed incidents of bullying in accordance with this policy
- Ensure that any incident of bullying or harassment that they observe or is reported to them, is recorded appropriately and communicated to the relevant Pastoral Leader
- Be vigilant in monitoring students that have been identified as either persistent bullies or victims
- Monitor students to ensure any actions undertaken to address bullying and its impact have been effective
- Acknowledge the right of parents/guardians to speak with the College if their child is being bullied
- Ensure that all accessible areas of the school are patrolled during yard duty. Be aware of these areas between lessons and after school.
- Commit to professional learning



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- annual safeguarding and anti-bullying training
- trauma-informed practices
- restorative practices
- responding to online harm
- documentation and procedural fairness
- mandatory reporting obligations

Student Responsibilities

- Even if not directly involved, Students should report all incidents of bullying and harassment to
- trusted teacher, Group Tutor, Pastoral Leader or peer, or via the Men of Action portal (see below –
- page 11).
- Students will be required to record the events in writing or through an interview process.
- Both parties (bully / victim) will be required to discuss the incident with a Pastoral Leader. Interviews
- with the two parties will initially occur separately. A report will be formulated by the Pastoral Leader at
- this time.
- Where appropriate, the College may utilise restorative and relational approaches alongside
- disciplinary and safeguarding responses.
- If further incidents of bullying by the same boy occur, his parents will be required to attend an
- interview with the Pastoral Leader/Director/Director of Students to discuss the implications of moving to
- the next level of the College Bullying and harassment Policy (see below – stages).
- Students involved will be encouraged to attend a mediation process.
- Bystander Expectations:
 - students are expected to safely report concerns
 - bystander support responsibilities
 - “speak up” culture
 - peer advocacy

Parent/Guardian Responsibilities

Monitor for signs of distress, signs a child may be experiencing bullying:

- Unwillingness to attend school
- Frequent headaches or stomach aches
- Missing or damaged belongings



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- Requests for extra pocket money
- Bruising or damages clothing
- Withdrawal or lack of confidence

Recommended actions for Parents/Guardians

- Contact the school early if you are noticing signs
- Take an active interest in your child's social life
- Inform the Homeroom Teacher or Pastoral Leader immediately if bullying is suspected
- Keep a written record of incidents (Who, What, Where, When)
- Encourage your child to report incidents to a trusted staff member
- Reassure your child that they are not at fault
- Do not encourage retaliatory behaviour
- The school will contact you with details of the incident and next steps
- Work with the Pastoral Leader to develop strategies to support your child

College Response

The College response to incidents of bullying and harassment ensures that all reports are addressed promptly, fairly, and consistently, with a focus on supporting the wellbeing of those affected. This aspect of the policy emphasises clear communication, restorative practices, and appropriate consequences, aiming to foster a safe and respectful school environment while promoting accountability and positive behaviour change.

It is important to know that some responses and strategies used will be tailored to the circumstances of each student. There is not one size fits all approach.

Any cyberbullying incident that affects a student's wellbeing will be addressed, even when initiated outside school hours or off school grounds. The disciplinary procedures adopted to protect the rights of all individuals may include some, or all, of the following:

Stage 1

- Interview with Pastoral Leader
- Restorative Practice meeting
- An appropriate consequence (where required).
- Parent notified
- Detailed file notes stored on TASS
- Check progress



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Stage 2

- Interview with student, parent/s (or guardian) and House Pastoral Leader
- Appropriate consequences will be issued (a range of options are available depending on the students and the nature of the situation. Some of these may be: counselling, restorative meeting, detention or other logical consequence.
- Explanation to the family that any further behaviour of this nature may result in a Pause of Enrolment.
- The person being bullied will be offered counselling and support
- Detailed file notes stored on TASS

Stage 3

- Interview with student, parent/s (or guardian) with House Pastoral Leader and Dean of Student Wellbeing
- Appropriate consequences may include a suspension
- Education - empathy training will be required with the College Counsellor
- Explanation to the family that any further behaviour of this nature may result in Conditional Enrolment Process.
- Detailed file notes stored on TASS

Stage 4

- Student is withdrawn from classes.
- Interview with student, parent/s (or guardian) and Dean of Student Wellbeing and Director of Students/College Principal
- At this meeting the student will be required to show cause of his desire to continue his enrolment as part of the Ignatius Park College community.
- Detailed file notes stored on TASS

At any of the above stages, it may be deemed necessary to report to either the Police or any relevant Government agency. The Director of Students (with support from the College Deputy Principal / Principal will authorise those decisions.



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Child Safeguarding Contacts

Everyone has a right to feel safe – all the time. We encourage all students, as IPC Gentlemen, to use their voice to communicate when something isn't right. Use the appropriate student links on the IPC website to ensure your voice is heard.

Anti-Bullying Form | Ignatius Park · X

https://www.ipc.qld.edu.au/pastoral/anti-bullying-form/

OUR COLLEGEIDENTITYLEARNINGBEYOND THE CLASSROOM

PASTORALENROLMENTCOMMUNITY & EVENTSCONTACT

Home | Pastoral | Anti-Bullying Form

Pastoral

Pastoral Care

House System +

Defence Mentor Program

Indigenous and Multicultural Program +

Counselling +

RTP

Anti-Bullying Form

Student Suggestion Box

Men of Integrity

Peer Mentors

Healthy Minds Project

Anti-Bullying Form

IPC Anti-Bullying Form

Name:

Email Address: *

Incident Date:

Incident Time:

Incident Location:

Name/s of student/s involved: *

Please describe what occurred: *

SEND



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EVERYONE HAS THE RIGHT TO BE AND FEEL SAFE AT ALL TIMES

**TELL
SOMEONE
WHO CAN
HELP**

LIFELINE

13 11 14

BEYOND BLUE

1300 22 4636

TRIPLE ZERO

Immediate danger or an emergency
000

SOME PEOPLE YOU MIGHT CHOOSE ARE:

TEACHERS | HOMEROOM TEACHERS
PASTORAL LEADERS
INDIGENOUS & MULTICULTURAL STAFF
PEER MENTORS
DEFENCE SCHOOL MENTOR
SUPPORT STAFF | YEAR 12 LEADERS

**IPC TAKES CHILD
SAFEGUARDING
SERIOUSLY**



MS McLEOD

Student
Counsellor



MR MILLS

Identity & Mission Coordinator -
Faith Learning in Action



MR QUABBA

Dean of
Student Wellbeing

CHILD SAFEGUARDING OFFICERS AT IPC



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Ignatius Park College key contacts:

Director of Students

Mr. John Deer

E: john.deer@ipc.qld.edu.au

Dean of Student Wellbeing

Mr. Christian Quabba

E: christian.quabba@ipc.qld.edu.au

House Pastoral Leaders

Baillie	Mr. Michael Turner	michael.turner@ipc.qld.edu.au
Carew	Mr. Paul Bruce	paul.bruce@ipc.qld.edu.au
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Counsellors

Mr. Patrick Houghton

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Mrs. Jessica McLeod

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External Support Agencies

Anti-Discrimination Commission of
Queensland

p: 1300 130 670 (state-wide)

<http://www.adcq.qld.gov.au>

Police

p: 000 (Emergency)

p: 4759 9777

<http://www.police.qld.gov.au/>

Kids Helpline

p: 1800 551 800

www.kidshelpline.com.au

Lifeline

P. 131 114

www.lifeline.org.au

Associated Documents

[EREA Code of Conduct](#)

For Review by Director of Students January 2027