

# Student Bullying, Harassment and Discrimination Policy and Procedures



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## 1. CONTEXT

Saint Ignatius' College Riverview (the College) is a Catholic, Jesuit boarding school for boys from Year 5 to Year 12. Situated on the beautiful Lane Cove River in Sydney NSW, it has an enrolment of over 1600 students. The College is conducted by the Society of Jesus and is part of a worldwide network of Jesuit schools and universities.

Established in 1880, the College is committed to an education for each student that proposes Christ as the model for human life by promoting the spiritual, academic, social, physical and experiential growth of its students.

The educational program at the College is dedicated to the holistic formation of the human person and does so through the pursuit of 'human excellence'. We seek to form, in companionship with parents, young men who are highly competent, committed, compassionate and with a developed conscience. We seek to form young men who are for and with others.

The purpose of the College policies and procedures is to provide a framework which ensures that the safety, individual care (*cura personalis*) and dignity of each person is paramount.

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## 2. PRINCIPLES

The College recognises its responsibility to provide a safe and nurturing environment for students.

The College's approach is guided by the following principles:

- Every student has a right to learn and participate in safety; where students are not safe, their capacity to learn is affected.
- Difference, diversity and inclusion are valued; no student should be targeted because of ability, gender, race, culture, appearance, disability, faith, sexual orientation or any other attribute.
- Bullying is best prevented and addressed through a coordinated, evidence-informed, whole-of-College approach that aligns with the NSW Anti-Bullying Framework's four domains: **prevention, response, implementation and community partnerships**.
- Responses to bullying, harassment and discrimination aim to ensure safety, repair harm and restore relationships where appropriate, using both educational programs and disciplinary strategies tailored to the context of the students affected and the incident (s).
- Students and families are encouraged and supported to report concerns early, with clear procedures, timely responses (typically within two school days for most matters) and triage of urgent or serious cases immediately to ensure safety.

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## 3. PURPOSE

This Policy and Procedures:

- Set out the College's whole-of-community approach to preventing and responding to bullying, harassment and discrimination, in alignment with the NSW Anti-Bullying Framework and the National Standard on addressing Bullying in Australian Schools.
- Explain how the College prevents bullying, responds when it occurs, implements and monitors its approach, and partners with parents, carers and the wider community.

- Apply to all student-to-student bullying, harassment and discrimination in the College environment (including boarding) and during any school-related activity, on or off site, and online.

Bullying, harassment and discrimination are all forms of abuse and will not be tolerated at the College.

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## 4. SCOPE

This Policy applies to:

- All students at Saint Ignatius' College Riverview (College)
- All College environments and activities, including outside normal study hours, and including classrooms, playgrounds, boarding houses, co-curricular activities, excursions, immersions, sport, camps and digital/online environments (including social media, messaging and gaming platforms) when there is a clear link to the College.

Student conduct toward staff and other adults is addressed under the Pastoral Care and Behaviour Management Policy and Student Code of Conduct. Complaints by students about staff or other adults are managed under the Complaints Handling Policy.

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## 5. DEFINITIONS

### 5.1 Bullying

Bullying occurs when a person or group repeatedly and intentionally uses their power to target others, causing physical, social, emotional or psychological harm. Bullying can involve intimidation, humiliation, domination, victimisation and harassment, including when based on sex, race, religion, disability or sexual orientation, and can occur both online and offline.

Forms of bullying include (but are not limited to):

- **Physical bullying:** hitting, pushing, obstructing, or using physical force to hurt or intimidate; damaging, stealing or hiding personal belongings.
- **Verbal/psychological bullying:** name calling, teasing, threats, insults, taunts, or behaviour that may cause psychological harm.
- **Indirect/social bullying:** deliberate exclusion, spreading rumours or untrue stories, encouraging others to exclude or target another student.
- **Cyberbullying:** bullying using technology (e.g. social media, text, email, gaming platforms, image sharing) at any time, including outside school hours when it has a clear link to the College.

#### 5.1.1 Behaviours that are not bullying

The following can be distressing but are not, in themselves, bullying unless they become repeated, targeted and involve a power imbalance:

- Mutual conflict or disagreements where there is no significant power imbalance.
- One-off acts of aggression, loss of temper, shouting or swearing (although these may constitute harassment or require behavioural responses).

Teaching staff are expected to remain visible, engaged and attentive in their supervision of students, so they can identify early signs of concerning behaviour and intervene before it escalates into bullying.

## 5.2 Harassment

Harassment is unwelcome behaviour that intimidates, offends or humiliates a student because of a personal characteristic, and is a form of unlawful discrimination when related to protected attributes such as sex, gender identity, sexuality, race, religion or disability.

Examples of sexual harassment, racial harassment and other forms are described below.

### 5.2.1 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, including social media, and can range from relatively mild sexual banter to actual physical violence.

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.

Mutual attraction or consenting friendships do not constitute sexual harassment.

Some examples of sexual harassment include, but are not limited to:

- unwanted physical contact such as touching, brushing against another student or hugging
- persistent jokes or innuendos of a sexual nature
- repeated requests to go out
- 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 in writing
- displaying inappropriate images including screen savers, photos, calendars or objects
- sexual innuendo or sexually explicit emails, text messages, or posts on social networking sites
- stalking, both physical and electronic
- sexual assault.

### 5.2.2 Racial Harassment

Racial harassment is also found in many forms. Examples include, but are not limited to:

- abusive, threatening or insulting words and behaviour
- deliberate exclusion from conversations
- displaying abusive writing and pictures
- insensitive jokes related to race
- pranks

## 5.3 Discrimination

Discrimination is unjust or prejudicial treatment of individuals or groups based on characteristics including race, culture, ethnicity, religion, physical characteristics, age, gender, sexual orientation or disability.

Disability discrimination occurs when a student with a disability is treated less favourably than a student without a disability in the same or similar circumstances, including being denied equal access to resources, support, or College facilities

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## 6. PREVENTION

The College implements a whole-of-school prevention approach that is consistent with research and the NSW Anti-Bullying Framework. Prevention strategies include:

- Embedding respect, inclusion, digital citizenship and anti-bullying education explicitly in the Pastoral Care program, curriculum and assemblies at both Senior and Regis campuses.
- Implementing, maintaining and promoting the “Your Safety First” initiative and similar campaigns to help students recognise bullying, harassment and discrimination, and to understand how to report concerns.
- Regularly communicating expectations to students, staff and Parents/Carers through College publications, information evenings, online platforms and student leadership initiatives.
- Inducting and training staff, coaches and co-curricular personnel in recognising, preventing and responding to bullying, including online and image-based abuse.
- Promoting bystander responsibility and peer support, emphasising that students should report bullying and support targets safely.
- Monitoring surveys, incident reports, data and other evidence to identify patterns, locations and times of increased risk, and targeting prevention strategies accordingly.

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## 7. RESPONSIBILITIES

### 7.1 Student Responsibilities

All students have the responsibility to:

- Treat others with respect and dignity and avoid behaviour that could be interpreted as bullying, harassment or discrimination.
- Contribute to a positive and caring environment by supporting peers, especially those who may be vulnerable or isolated.
- Report any bullying, harassment or discrimination that they experience or witness, to a Head of House, Assistant Head of House, mentor, classroom teacher or a trusted College staff member as soon as possible.
- Act as positive bystanders by safely intervening where appropriate (e.g. saying “stop”, moving away with the target, reporting to staff) and not joining in or encouraging harmful behaviour.

### 7.2 Staff Responsibilities

All staff have the responsibility to:

- Model respectful, inclusive and supportive behaviour at all times.
- Supervise students actively and be vigilant for signs of bullying, harassment or discrimination, including online.
- Respond promptly to observed or reported incidents, ensuring immediate safety, initiating triage for serious matters, and recording the incident in the College's approved reporting system.
- Follow these procedures and the Pastoral Care and Behaviour Management Policy when managing incidents, including escalation and communication with Parents/Carers.
- Engage in ongoing professional learning on bullying prevention and effective intervention.

### 7.3 Parents and Carers Responsibilities

Parents and carers are expected to:

- Actively promote a positive and caring environment, including modelling respectful relationships and digital citizenship at home and when interacting with the College.
- Discuss with their children issues related to relationships, bullying, resilience and help-seeking.
- Encourage their children to report concerns and to support peers who may be targeted.
- Encourage the avoidance of any form of violence as a response to bullying, harassment or discrimination.
- Report concerns about bullying, harassment or discrimination to the College promptly and work collaboratively with staff to resolve issues.

### 7.4 College Leadership Responsibilities

The College leadership, (including the Principal, Deputy Principal Students, Chief Risk Officer, Dean of Students, Heads of House, Director of Regis and Assistant Head of Regis) all have the responsibility to:

- Ensure the College's anti-bullying policies and procedures align with the NSW Anti-Bullying Framework and relevant legislation.
- Provide resourcing, time and professional learning to support effective prevention and response.
- Monitor data on bullying incidents, patterns and responses, and report to appropriate governance bodies.
- Oversee regular review and improvement of this Policy and associated procedures.

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## 8. REPORTING CONCERNS

The College encourages early and open reporting of bullying, harassment or discrimination by students, staff and Parents/Carers, recognising that some individuals may be reluctant to report incidents for fear of making the situation worse

### 8.1 Students and Parents/Carers

Concerns can be raised:

- In person or by email to the student's Head of House, Assistant Head of House, Mentor, Head of Regis, College Counsellor, Dean of Students or Deputy Principal Students.
- Via the College's online Incident Report form "Your Safety First" available on *InsideView* for students and Parents/Carers who prefer to report electronically.

At Regis Campus, students are additionally encouraged to report to any trusted teacher, the Regis counsellor, Assistant Head of Regis or Director of Regis.

## 8.2 Anonymous and Third-party reports

Anonymous reports are considered and, where sufficient information is provided, investigated as far as practicable; however, anonymity may limit the College's ability to respond fully and may not always be possible. Third-party reports (e.g. peers, parents or staff who have witnessed or heard about bullying) are welcomed.

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## 9. RESPONSE – TRIAGE, TIMEFRAMES AND SUPPORT

### 9.1 Triage and Risk Assessment

All reports of bullying, harassment or discrimination are taken seriously and are subject to an initial triage and risk assessment to determine urgency and necessary immediate actions. Serious matters, including threats to safety, self-harm risk or alleged criminal conduct, are treated as urgent and addressed immediately, with student safety prioritised and external agencies involved as required (e.g. NSW Police Youth Liaison Officers).

### 9.2 Initial response and timeframes

For most reported incidents, the College will:

- Acknowledge receipt of the concern and outline next steps to the student and/or parent/carer as soon as practicable, and
- Begin support and investigation in a timely manner, typically within two school days, consistent with the NSW Anti-Bullying Framework's expectations.

### 9.3 Investigation

Depending on the nature of the concern, investigation may include:

- Interviews with the student who is the alleged target, the alleged student(s) engaging in bullying, and relevant witnesses or bystanders, usually separately and in a supportive manner.
- Review of digital evidence (e.g. screenshots, messages) and other relevant information.
- Documentation of the incident, triage, actions taken and outcomes in the College's Pastoral Care reporting system, in accordance with record-keeping requirements.

### 9.4 Support for Students

This may include:

- Pastoral support and counselling through the College Counsellors, Heads of House, Dean of Students, Director of Regis, Assistant Head of Regis and other staff.
- Safety planning (e.g. adjustments to seating or groupings, increased supervision, providing safe contact points).
- Restorative processes, where appropriate and safe, with the aim of repairing relationships and promoting understanding.
- Referral to external services, including NSW Police Youth Liaison Officers and specialist services, where required.

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## 10. CONSEQUENCES AND RESTORATIVE PRACTICES

Where a student's behaviour is determined to be bullying, harassing or discriminating, the College will respond using the Pastoral Care and Behaviour Management Policy, taking into account the age and developmental level of the student, the severity and persistence of behaviour, and the impact on others.

Possible responses include:

- Warnings and targeted teaching or reflection tasks.
- Mediation or restorative meetings, where appropriate and safe.
- Behaviour support plans and increased monitoring.
- Restrictions or conditions on participation in certain activities.
- Suspension or expulsion, in cases of serious or persistent behaviour, in accordance with College policies and relevant legislation.

The College does not use corporal punishment under any circumstances.

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## 11. RECORD KEEPING AND DATA USE

The College maintains accurate and secure records of:

- Reported incidents of bullying, harassment and discrimination (including triage outcomes, actions taken and follow-up).
- Support provided to students and communication with Parents/Carers.
- Behavioural and Pastoral care responses, including restorative and disciplinary measures.

These records are used to:

- Monitor patterns and evaluate the effectiveness of prevention and response strategies.
- Inform whole-school planning and targeted interventions.
- Support compliance with the NSW Anti-Bullying Framework, NESA regulatory requirements and relevant legislation.

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## 12. COMMUNITY PARTNERSHIPS

The College recognises that effective bullying prevention and response requires strong partnerships with Parents/Carers, external agencies and the wider community.

Community partnership strategies include:

- Regular communication with Parents/Carers about anti-bullying initiatives, expectations and supports via newsletters, information evenings and digital platforms.
- Collaboration with external agencies (see list at [Appendix A](#) for details)
- Engagement of student leaders in promoting respect, inclusion and help-seeking.

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## 13. IMPLEMENTATION

This Policy and Procedures are implemented through:

- Staff induction, training and ongoing professional learning.

- Integration within the College Pastoral Care framework, Student Code of Conduct, Acceptable Use of Technology Policy, Pastoral Care and Behaviour Management Policy and Complaints Handling Policy.
- Effective incident reporting, triage, recording and review processes, including use of the College’s “Your Safety First” Incident Report system.
- Regular communication and education for students and Parents/Carers.
- Collaboration between Senior and Regis campuses to maintain consistent expectations and processes across the College.

#### 14. COMPLAINTS AND REVIEW

Where a student or Parent/Carer is not satisfied with the management or outcome of a bullying, harassment or discrimination concern, they may lodge a formal complaint in writing to the Principal or Complaints Handling Officers, in accordance with the College’s Complaints Handling Policy.

The College will review this Policy and Procedures regularly, at least every three years or earlier if required by changes to the NSW Anti-Bullying Framework, NESA requirements, legislation or college practice.

#### 15. RELATED POLICIES & SUPPORTING DOCUMENTS

<b>Related Legislation</b>	<ul style="list-style-type: none"> <li>– Young Offenders Act 1997</li> <li>– Disability Discrimination Act 1992</li> <li>– Work Health and Safety Act 2011</li> <li>– Privacy Act 1988</li> </ul>
<b>Related Policies</b>	<ul style="list-style-type: none"> <li>– Student Code of Conduct</li> <li>– Complaints Handling Policy</li> <li>– Pastoral Care and Behaviour Management Policy</li> <li>– Student Acceptable Use of Technology Policy</li> </ul>
<b>Related Procedures</b>	<ul style="list-style-type: none"> <li>– Pastoral Care and Behaviour Management Procedures</li> <li>– Complaints Handling Procedures</li> <li>– Child Safety Complaints Management Guidelines</li> </ul>
<b>Related Documents</b>	<ul style="list-style-type: none"> <li>– NSW Anti-Bullying Framework</li> <li>– A National Standard on addressing Bullying in Australian Schools</li> <li>– NSW Registered and Accredited Individual Non-government Schools Manual</li> </ul>

## 16. APPENDIX A – CONTACT DETAILS FOR PROVIDERS

Organisation	Helpline number	Webchat	Website
NSW Police Youth Liaison Officers	131 444	no	<a href="http://www.police.nsw.gov.au">www.police.nsw.gov.au</a>
headspace National Youth Mental Health Foundation	1800 650 890	yes	<a href="http://www.headspace.org.au">www.headspace.org.au</a>
Kids Helpline	1800 551 800	yes	<a href="http://www.kidshelpline.com.au">www.kidshelpline.com.au</a>
Lifeline	13 11 14 0477 13 11 14 (text)	yes	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>
Dolly's Dream	13 DOLLY 1300 659 467 1300 845 745	yes	<a href="http://www.dollysdream.org.au/">www.dollysdream.org.au/</a>
NSW Mental Health line	1800 011 511	no	<a href="http://www.health.nsw.gov.au/mentalhealth/Pages/mental-health-line.aspx">www.health.nsw.gov.au/mentalhealth/Pages/mental-health-line.aspx</a>

Resource	Website
eSafety Commissioner	<a href="http://www.esafety.gov.au/young-people">www.esafety.gov.au/young-people</a>
R U OK?	<a href="http://www.ruok.org.au/">www.ruok.org.au/</a>
ySafe	<a href="http://www.ysafe.com.au/">www.ysafe.com.au/</a>
Linewise	<a href="http://www.ysafe.com.au/">www.ysafe.com.au/</a>
Australian Human Rights Commission resources	<a href="http://www.humanrights.gov.au/know-your-rights/rights-of-individuals/childrens-rights">www.humanrights.gov.au/know-your-rights/rights-of-individuals/childrens-rights</a>
Bullying. No Way!	<a href="http://www.bullyingnoway.gov.au/">www.bullyingnoway.gov.au/</a>
Youth Law Australia to support education and response	<a href="http://www.yla.org.au/">www.yla.org.au/</a>

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## 17. DOCUMENT CONTROL

TITLE	Student Bullying Harassment and Discrimination Policy and Procedures
RESPONSIBLE OFFICER	Deputy Principal Students
CONTACT OFFICER	Dean of Students (Senior School) Director of Regis (Regis Campus)
APPROVED BY	Principal
VERSION NUMBER	2.0
SUPERSEDED VERSION NUMBER	1.0
EFFECTIVE DATE	16/03/2026
NEXT REVISION DATE	2029