



Pastoral Care

Student Harassment

(Intimidation – Cultural – Sexual – Cyber – Exclusion)

Rationale

St Andrew's College is committed to ensuring that its learning environment is harassment-free for all students.

Purpose

- to create a learning environment that is free from harassment and where all community members are treated with courtesy, dignity and respect;
- to promote appropriate standards of conduct at all times;
- to implement strategies to ensure that all members of the College community know their rights and responsibilities in this area;
- to encourage the reporting of any form of harassment;
- to provide an effective complaints procedure based on principles of natural justice;
- to treat all complaints in a serious, sensitive, fair, timely and confidential manner;
- to guarantee against victimisation or reprisals.

Guidelines

1 Definitions

Harassment is any form of abuse of power or discrimination which causes offence to another or invades his or her personal dignity or personal privacy. Without limiting the preceding definition, harassment may take any of the following forms:

1.1 Intimidation

Intimidation is any behaviour that frightens another.

1.2 Cultural Harassment

Cultural harassment is behaviour of an offensive nature towards another which occurs by reason of the race, colour or ethnic or national origin of that other.



Examples of cultural harassment include but are not limited to:

- making offensive remarks about a person's race;
- copying or making fun of the way a person speaks;
- making jokes about a person's race;
- calling people by racist names;
- deliberately mispronouncing or mocking people's names.

1.3 Sexual Harassment

Sexual harassment is behaviour of an offensive nature towards another which occurs by reason of the gender or sexual preference of that other.

Examples of sexual harassment include but are not limited to:

- personally sexually offensive comments;
- sexual or smutty jokes;
- unwanted comments or teasing about a person's sexual activities, sexual orientation, gender identity or private life;
- offensive hand or body gestures;
- unwanted physical contact such as patting, pinching or touching;
- provocative posters with a sexual connotation;
- persistent and unwelcome social invitations (or telephone calls, emails or social media contact);
- hints or promises of preferential treatment in exchange for sex;
- threats of differential treatment if sexual activity is not offered;
- sexual assault and rape.

Sexual harassment is not behaviour that is based on mutual attraction, friendship or respect. If the interaction is consensual, welcomed and reciprocated it is not sexual harassment.

1.4 Cyber Harassment

Intimidating or offensive use of digital technology. Examples of cyber harassment include but are not limited to:

- Inappropriate use of emails, mobile phones or social media including the creation of groups, pages or websites that encourage or facilitate any form of harassment;
- Sharing images of others (manipulated or not manipulated) without explicit consent.

1.5 Exclusion

Deliberate isolation of another.



2. Options available for dealing with harassment

There are a variety of possible informal and formal options for dealing with harassment.

2.1 Self Help

This may involve:

- confronting the person(s) to tell them in private that their behaviour is offensive and request it to stop;
- speaking to the person(s) in the presence of another suitable person.

Confronting the person(s) should only be considered when the victim feels safe and comfortable to do so.

2.2 Informal Intervention

The student may approach any of the following to assist with an informal intervention:

Secondary School

- Tutor
- Dean
- Guidance Counsellor
- Head of Middle School or Senior College

Preparatory School

- Classroom teacher
- Deputy Principals
- Guidance Counsellor

The approached staff member will act quickly, discreetly and fairly, and ensure that all discussions and any investigations are conducted in strictest confidence. The approached staff member of College Senior Management who may take over the investigation if they deem it necessary and appropriate to do so.

It is the role of the investigating staff member to explain relevant procedures to the student (with the knowledge of the student's parents/caregivers) and allow the student to choose whether to proceed with any follow up.

Should this not produce the desired result the investigation will be escalated. At no point should a student be required to make a formal complaint unless the student wishes to do so.

2.3 Formal Complaint

If self-help or informal intervention have not worked, or if the allegation is, in the student's or parents/caregivers view, serious enough to warrant formal complaint, the parents/caregivers of the student should.

- Contact the Rector, Principal of the Preparatory School or Head of the Secondary School. They may be advised to provide a formal written complaint, following the complaints procedure.
- A full investigation will follow. At this stage the College must consider that disciplinary action involving stand down or suspension may follow and ensure that principles of natural justice and Ministry guidelines are followed.



2.4 Interviewing Process

The Rector, Principal of the Preparatory School or Head of the Secondary School and delegated persons will interview all those involved in the matter and decide upon next steps. Any students interviewed will be offered the opportunity to bring a support person with them to the interview. The parents / caregiver of any student interviewed for information must be informed prior to the interview.

The aim of these meetings will be to:

- gather information to confirm specific details of the complaint;
- advise the perpetrator and their parents that they are the subject of a complaint;
- identify an appropriate pathway forward through either restorative processes, parent/caregiver contact and/or meetings of both the complainant and perpetrator;
- consider the need for Board of Governors involvement and/or involvement of other relevant agencies such as Oranga Tamariki, Police etc.;
- record the incident on the Student Management System;
- offer counselling where deemed appropriate;
- follow up should be discussed with all students and parents/caregivers involved.

2.5 Consequences and Outcomes

A variety of consequences will apply according to the severity of the situation and whether it is a first or subsequent offence. Consequences may include an apology, counselling, compensation, disciplinary action, misconduct proceedings or stand-down or suspension (suspension will involve a Board disciplinary hearing).

St Andrew's College undertakes to:

- treat all complaints seriously and sympathetically;
- treat all complaints promptly, confidentially and in terms with this policy;
- investigate all complaints impartially.
- the official College complaints policy and procedures must be followed.

Outcome

St Andrew's College Staff, students and their caregivers can be assured that:

- there is zero tolerance of harassment at the College;
- there are effective policies and procedures in place to deal with harassment expeditiously if or when it occurs;
- actions taken will aim to assist all concerned and to minimise risk or remaining difficulties for the victim(s).



References

- Preparatory School – StAC-Up Policy (St Andrew's College).
- Secondary School - Bullying Policy (St Andrew's College).
- Safe @ StAC Policy (St Andrew's College).
- Privacy Policy (St Andrew's College).
- Complaints Procedure (St Andrew's College).
- Health & Safety Policy (St Andrew's College).
- Preparatory School Cybersafety Use Agreement (St Andrew's College).
- Secondary School Cybersafety Use Agreement (St Andrew's College).
- Human Rights Act 1993.
- Oranga Tamariki Act 1989/Children's and Young People's Well-being Act 1989.

Review Leader: Head of Secondary School

Date Reviewed: May 2021

Ratified: May 2021

Due for Review: May 2024