



WHANGANUI HIGH SCHOOL POLICY SEXUAL HARASSMENT

INTRODUCTION	1	Sexual harassment is the behaviour of unwelcome and/or inappropriate behaviour of a sexual nature. Sexual harassment causes an unhappy and unsafe school environment and impairs the personal development, performance and enjoyment of staff, students and whānau. Staff, students and whānau have the right to be free from sexual harassment of any form at school or in all school-related environments and activities (such as on school trips, camps, work experience).
OBJECTIVES	1 2 3 4 5	1 Fulfil the legal requirements of the Human Rights Act, and the Employment Relations Act. 2 Provide a school environment free from sexual harassment. 3 Clarify the nature of sexual harassment. 4 Create an atmosphere of trust where an individual can confront the situation and resolve the problem informally with the person concerned. 5 Establish procedures to handle unresolved complaints.
GUIDELINES	1 2 3	1 Procedures and programmes to be established so that Board members, staff, students and parents are aware of what constitutes sexual harassment [<i>Refer Appendix I</i>] 2 Staff, students and parents to be made aware of contact people, (i.e. Guidance Counsellors) to help resolve the issues raised informally in the first instance. 3 A recognised procedure to be set up for dealing with complaints if the informal approach is not successful. This procedure to be followed by staff in liaison with the Sexual Harassment Co-ordinator, who is the Principal.
EVALUATION	1	The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the School's quality management cycle.
CONCLUSION	1 2	1 If instances of sexual harassment occur they should be identified, ceased and dealt with in accordance with School guidelines. 2 Whanganui High School endeavours to promote an environment free of sexual harassment.

Approved by the Board
Signed Chairperson:

Date:

27/9/2022

Signed Principal:

Date:

27/9/2022

PROCEDURES RELATING TO SEXUAL HARASSMENT POLICY

SEXUAL HARASSMENT & ABUSE

Sexual harassment/abuse is offensive, unasked for behaviour. Sexual harassment/abuse generally occurs when a person is subjected to unwelcome verbal or physical conduct of a sexual nature. It can include:

- Unwanted, unnecessary, deliberate physical contact, touching gestures and whistling.
- Sex orientated jokes, cartoons, posters, pin-ups.
- Offensive questions, comments, abuse, leering.
- Questions and comments about private life.
- Requests for sexual favours implying promises of favourable treatment or threats of unfavourable treatment

Sexual harassment/abuse can occur between:

- individuals
- individual and group
- groups
- students
- students and staff
- students and adults
- adults

PRINCIPLES

Principles to be followed during all sexual harassment/abuse procedures:

- Protection of the victim and potential victims shall be paramount.
- Victims should be empowered.
- Perpetrators of sexual harassment/abuse should be educated and encouraged to change their behaviour.
- Mediation be encouraged wherever possible.
- Confidentiality be maintained by all people involved in a complaint, mediation, or investigation.
- No person is to exert pressure on any other person making a complaint to withdraw it.
- No person is to hold the action of having made a complaint against that person in the future.
- The accused is not assumed to be guilty by third parties involved in the complaint, mediation or investigation.
- Both parties are entitled to support and respect.

PERSONNEL

1 Concerned Person

A person or group who feels harassed/abused and/or a person or group who witnesses or is told of behaviour they consider to be harassment or abuse or about which they feel uncomfortable.

2 Contact Person

A person whose position has been advised to the school community. This person can be approached by a concerned person for support, information and direction.

A contact person is trained for this role.

The contact persons from the staff are chosen by them. (PPTA members - see 9.4 of the current *Secondary Teachers' Collective Employment Contract*) (Support Staff members - see 7.1 of the current *Support Staff in Schools Collective Employment Contract*).

Contact persons should be people:

- a) who accept that sexual harassment/abuse exists and that it is an issue to be dealt with;
- b) who possess:
 - good interpersonal skills
 - good listening skills
 - sensitivity
 - respect for confidentiality

The composition of the group should reflect the ethnic and gender balance of the school. The following are contact people by virtue of their position:

- all deans
- school guidance counsellors
- school health nurses
- HOD Māori or Kaiawhina
- Co-ordinator
- Principal, Associate Principal, Deputy Principal

3 Co-ordinator

The co-ordinator is the Principal.

The role of the co-ordinator is:

- a) to manage the education programme
 - b) to manage the mediation and investigation procedures -
 - to be a source of information on options available for dealing with complaints of sexual harassment/abuse
 - to be a contact/support person for contact people to discuss options
 - to be a repository of information - responsible for -
 - collecting/holding/documenting all complaints
 - monitoring and identification of trends - monitoring and evaluation of education programmes,
 - ensuring training programmes are in place
- ensuring ongoing supervision is provided for contact people

4 Mediator/Facilitator

Mediators/Facilitators are trained people to help resolve the problem. The names of special mediators/facilitators shall be published. (PPTA members see 9.4. of the current *Secondary Teachers' Collective Employment Contract*). (Support Staff members see 7.1 of the current *Support Staff in Schools Collective Employment Contract*).

The role of mediators/facilitators is to discuss the complaint with the individuals concerned and as necessary with other relevant people, with the aim of resolving the problem and ensuring it does not re-occur.

A mediator/facilitator must notify the co-ordinator of the existence of a complaint if the co-ordinator has not previously been involved. Mediators/Facilitators will present a written report to the co-ordinator recording that mediation has taken place, identifying the parties and reporting any agreed outcomes.

Mediators/Facilitators should:

- have the skills necessary for dealing with complex human relationships,
- be sympathetic,
- respect confidentiality,
- be acceptable to all parties.

Mediators/Facilitators will include people from within the school and outside. These people may include:

- school guidance counsellors,
- nga kaumatua,
- PPTA representatives,
- PPTA counsellors,
- other people with special expertise in counselling, eg. educationalists with counselling training/skills, education psychologists.

The school mediators/facilitators are appointed with the agreement of the selected individuals.

The pool of mediators/facilitators should include women and men of varying ethnic backgrounds. The pool should be no less than three and no larger than six.

5 Support Person

The support person is selected by the concerned person. It is recommended that the support person is a contact person, co-ordinator or mediator/facilitator, but the concerned person may choose a friend or person they trust as their supporter.

The supporter must be a person who:

- respects confidentiality,
- has good interpersonal skills,
- is sensitive,
- has good listening skills.

NOTE: Student & Staff Member

In circumstances where a complaint is laid against a member of staff by a student, the Principal will be informed and he/she will determine whether it is necessary to involve the procedures set out in the disciplinary policy which is in keeping with the relevant employment contracts.

EVALUATION

The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the school's quality management cycle.

Approved by the Board

Signed Chairperson: _____ Date: _____

Signed Principal: _____ Date: _____