Harassment Policy
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PREAMBLE

All policy, protocols and procedures flow from the St Andrews Christian College Mission Statement:

“To educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in the world.”

POLICY DOCUMENT INFORMATION

TITLE: Harassment Policy
AUTHORS: C. Wansbrough
ACKNOWLEDGEMENTS: Crest Education,
Strathcona Baptist Girls’ Grammar;
Baptist Union of Victoria Safe Church
PURPOSE: To provide policy and direction for all the College Community.

RELATED DOCUMENTS:
Grievance Policy Statement of Faith
Staff Code of Practice Student Code of Conduct
Student Welfare Policies:
Anaphylaxis Management Policy Anti-Bullying Policy
Child Safety Policy Including ‘Students at Risk’ and Mandatory Reporting
Drugs Policy Harassment Policy
OH&S First Aid Procedures Student Code of Conduct
Student Well-Being Policy Sun Smart Policy and Procedure
Visitors Policy Working With Children Check Policy

KEY DATES

ISSUE DATE: May 2016
REVIEW DATE: 2019
1. **RATIONALE**

As a Christian leaning community our purpose is to work together as the body of Christ, for the glory of God.

Although made in God’s image (Genesis 1:27), we are all unique and different, made for the purpose of contributing to God’s Kingdom in various ways;

“So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, to equip his people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.”

Ephesians 4:11-13 (NIV)

We are committed in providing a nurturing environment where everyone feels safe and secure and where staff, students and volunteers are helped, encouraged and built up by each other—never manipulated or coerced (physically, spiritually or emotionally).

“Therefore encourage one another and build each other up, just as in fact you are doing. Now we ask you, brothers and sisters, to acknowledge those who work hard among you, who care for you in the Lord and who admonish you. Hold them in the highest regard in love because of their work. Live in peace with each other.”

1 Thessalonians 5:11-13 (NIV)

St Andrews Christian College is committed to provide an environment where everyone is treated fairly and with respect. An environment that is free from unlawful discrimination, violence, sexual harassment, victimisation, vilification and bullying (together known as “unacceptable behaviour”).

Ensuring a safe emotional and spiritual environment is fundamentally about putting other people’s needs above our own agenda to ensure that a program runs successfully, respecting personhood, their backgrounds, their personality, their hopes, dreams and fears. It is about staying close to the good news message that Jesus came to bring life, not, as he warned, “to put heavy burdens onto people”.

2. **WHO IS COVERED?**

This policy applies to employees and prospective employees, contractors, members of industrial organisations and qualifying bodies, students, prospective students, clients, and customers of St Andrews Christian College, visitors to the College or individuals engaged in an official / formal relationship with the College (e.g. visiting teachers).

3. **WHAT IS UNACCEPTABLE BEHAVIOUR?**

   **Forms of Harassment**

3.1 **Sexual**

Any form of unwelcome sexual attention that either is intended to be humiliating, intimidating or offensive or occurs in circumstances where a reasonable person would have apprehended (understood) that it would have had that effect. This may occur in and across gender, age groups, nationalities and power structures. Sexual harassment has nothing to do with mutual attraction or consenting friendships. Sexual harassment can be verbal, physical, written or visual. Examples of sexual harassment may include:

- The distribution or display of offensive pictures or written material.
- Repeated unwelcome requests for social outings or dates.
- Offensive comments about a person’s physical appearance, dress or private life.
• Jokes, intrusive questioning, messages or telephone calls of a sexual nature.
• Direct propositioning, or subtle pressure for sexual favours.
• Unwelcome familiarity or physical contact such as patting, pinching, touching or staring.
• Indecent exposure or sexual assault.

3.2 Bullying
Bullying is a clear form of harassment and an abuse of power that not only occurs between children as they grow, but can also occur between adults (or adults and children). It often goes unnoticed by others and can be tolerated when clearly it should not. Bullying can take many forms such as physical, verbal, sexual, exclusion, cyber, racial discrimination and victimization.

Bullying refers to deliberate and repeated acts which intimidate others or which are likely to disturb the sense of security and well-being of others. It occurs when one person takes physical and/or emotional advantage of another. It is the intention, at St Andrews Christian College, to establish a framework of expectation within this policy that ensures that this is a safe place for students and staff to be. (Refer to St Andrews Christian College – ‘Anti-Bullying Policy’).

3.3 Verbal
Verbal harassment or abuse is words that attack or injure an individual, words that cause one to believe an untrue statement, or words that speak falsely of an individual. An act intended to cause an apprehension of harmful or offensive contact that causes apprehension of such contact in the victim. Verbal abuse constitutes psychological violence. Verbal abuse is damaging to the spirit. The underlying premise of verbal abuse is control, which is a means of holding power over another.

3.4 Teasing
The question of teasing is a difficult problem. Teasing can, and usually does, become a form of harassment of the weak by the strong. Students need to understand the law of love - “Do unto others as you would have them do unto you.” (Matthew 7:12). Humour should be used to build up and not to expose or humiliate each other.

3.5 Physical
Unnecessary physical contact against a person’s will e.g. pinching, patting, brushing up against a person, touching, kissing or hugging, pushing, shoving or jostling including putting your hand or an object into someone’s pocket (especially breast, hip or back pocket). Physical harassment may be defined as unnecessary rough handling or physical force that may result in bodily injury, pain, intimidation or impairment. Unnecessarily confining someone to a bed, chair, or room is another example of physical harassment.

3.6 Online Harassment
Online harassment is the use of electronic tools such as email, Facebook, or instant messaging to harass or abuse a person or persons with the intent to bother, intimidate, scare or emotionally abuse another person. It can also include particularly intense and/or coordinated incidents, especially when they occur repeatedly and are specifically target a single person or group.

3.7 Emotional
Emotional harassment is defined as emotional abuse, which are acts or omissions of behaviour that have caused or could cause serious behavioural, cognitive, emotional or mental disorders. This can take many
forms such as belittling, manipulating, coercing, domination, criticism, coldness, corrupting, cruelty, extreme inconsistency, ignoring, repeated inappropriate control such as lack of, or inconsistent control, rejecting, isolating and terrorizing.

3.8 Victimisation
A person is victimised if threatened, harassed, harmed or subjected to any form of detriment. In relation to sexual harassment it is against the law to victimise a person who:

- Has made a complaint or intends to make a complaint.
- Acts as a witness or intends to act as a witness.
- Supports a victim or intends to support a victim.

Note:
Many types of harassment are against state and/or federal anti-discrimination laws which include: race, ethno-religion, age, marital status, disability (including physical, intellectual, psychiatric, learning disability, infectious disease) sexual preference (real or perceived) and transgender identity.

4. INTERVENTION
Staff are to be proactive in the identification of behaviours which can be called bullying. Any such behaviour should not be tolerated and staff are to intervene and be proactive in creating a ‘bully-free’ environment.

Staff, parents and students are encouraged to:

- Create safe relationships through being just and fair according to Biblical principles.
- Promote loving and compassionate relationships just as God is merciful to us.
- Nurture and train students to accept personal responsibility for themselves (self-discipline).
- Develop a sense of genuine community across all activities in the College. Bullying works against the establishment of community as God intended.

The process for dealing with bullying as a form of harassment is clearly outlined in the St Andrews Christian College Anti-Bullying Policy.

5. DEALING WITH HARASSMENT
Harassment can be responded to in the following ways depending on the severity of the harassment:

- Personal and direct resolution.
  This is where the complainant attempts to address their concerns directly with the person involved to ensure that person is aware that their conduct is unwelcome and / or unacceptable. This may be enough to stop the unwelcome behaviour.

- Take a friend / colleague and again approach the person involved to address their unwelcome behaviour.

- If harassment continues, then students are to report it to their Home Room teacher.

- If harassment continues or the allegations are serious and other approaches are deemed inappropriate, a formal complaint should be made in writing to a member of the Executive Leadership Team. This complaint should clearly mention the name of the alleged perpetrator and outline the nature of the complaint and the names of any witnesses that can substantiate the complaint.

(Refer also to St Andrews Christian College - ‘Grievance Policy’)
• Every formal complaint will be investigated by an executive staff member in consultation with the Principal to ensure due process and to maintain natural justice for those involved. Should the complaint be in reference to an executive staff member, then it should be directed to the Principal. If the Principal is the alleged perpetrator, then a written complaint should be made to the Board Chairman of St Andrews Christian College. No student or staff member will be disadvantaged as a result of making a complaint unless it be proven that the complaint was mischievous.

6. Investigation Process

The following principles apply to the investigation of alleged unacceptable conduct / harassment complaint:

• The process is fair and transparent: You will be given details of the alleged unacceptable conduct and a fair opportunity to respond; nothing will be decided until a full investigation has occurred. St Andrews Christian College will ensure that all parties are kept up to date about its progress.

• The process is supportive: You are entitled to bring a support person to any interviews.

• The process is flexible, respectful, thorough and as quick as possible: Investigations may be simple or complex and time consuming, with many people needing to be interviewed. St Andrews Christian College aims to complete investigations as quickly as we can while ensuring that the investigation is thorough and fair.

• The process is confidential: Although St Andrews Christian College cannot guarantee confidentiality, so as to protect everyone involved in an unacceptable conduct investigation, the investigation is generally kept confidential and only those who strictly need to know will be aware of it.

6.1 Role of Witness

St Andrews Christian College may ask participants to take part in an investigation as a witness to alleged unacceptable conduct. This is to ensure that alleged unacceptable conduct is properly investigated.

Where staff participate as a witness they can be assured that they will be fully supported and that St Andrews Christian College will not tolerate reprisal action or victimisation against them.

6.2 Role of Support Person

People may bring a support person to any interview that they are asked to participate in during an unacceptable conduct / harassment investigation – whether they are participating as the person under investigation or as a witness.

A support person must be an independent person who is not likely to be otherwise involved in the investigation. For example, it may be a family member, a colleague, Chaplain or friend.

A support person may:

• Participate in the meeting. They are not there to advocate or answer questions for you and must not be disruptive.

• Meet with you prior to the meeting.

• Call for a short break (or breaks) during the meeting so long as this is reasonable.

The selection or availability of a support person must not unduly delay the process.
7. **Possible Outcome of Investigation**

The possible outcome of the investigation will depend on the circumstances and the nature of the complaint and the procedure followed to address the complaint.

Where an investigation results in a finding that a workplace participant has engaged in unacceptable behaviour in breach of this policy, that person may be subject to appropriate disciplinary action, which may include termination of employment or in the case of students, suspension or expulsion from St Andrews Christian College.

Any disciplinary action is a confidential matter between all parties.

St Andrews Christian College staff may take a range of other non-disciplinary outcomes to resolve a complaint, depending on the particular circumstances. Examples include, but are not limited to:

- Training / counselling to assist in addressing the problems underpinning the complaint.
- Monitoring to ensure that there are no further problems.
- Implementing a new policy.
- Requiring an apology or an undertaking that certain behaviour stop.
- Changing work arrangements or class arrangements.

Raising an allegation of harassment / unacceptable behaviour against another person in the workplace is a serious matter. Regardless of whether the complaint is substantiated, the act of raising the complaint will have significant and often permanent consequences both personally and professionally for the other party.

If someone is found to have raised a malicious or false complaint against another person in order to prejudice that person, they may also be subject to appropriate disciplinary action, which may include termination of employment or ending their enrolment at St Andrews Christian College.

8. **Sexual Harassment**

8.1 **Dealing with Sexual Harassment**

The Bible reveals that man and woman were made to be in open relation with God and each other (Genesis 1 and 2). All relationships, including sexual ones, were designed to be conducted without fear (Genesis 2) and in the presence of God. Sin has resulted in man and woman falling out of relationship with God and them taking advantage of each other (Genesis 3) in all types of relationships.

The sexual harassment of staff and students is unlawful under the Federal Sex Discrimination Act 1984, which prohibits:

- The sexual harassment of an adult student (i.e. a student who is aged 16 years or older) by another adult student; and
- The sexual harassment of staff or applicants for staff positions by other staff members or adult students.

While religious schools are exempt from most of the provisions of the Federal Sex Discrimination Act 1984, they are covered by the sexual harassment provisions of this Act in relation to both employment and education. As a Christian school, this school will uphold the highest standards of Christian behaviour and adhere to our Statement of Faith. We also do not wish to discriminate unjustly or unfairly against any member of the school community or to permit any form of harassment to occur.
Appropriate action, including dismissal or expulsion, will be taken in any proven instances of harassment or unfair discrimination.

8.2 Why is Sexual Harassment Wrong

Sexual harassment is sin because it is a wrong done to another person. It may arise from the sexual desires of one party, or from the need felt by a student to conform to peer values, or from some combination of both of these. Some boys act in this way to “prove their manhood” to their mates. Some students accept such wrong actions, not because they like them, but from fear of the disapproval of their peers, or from fear of being criticised if they report the incident. In many instances boys are not aware of the damage that their actions do to girls. It is important, therefore, to discuss these issues with students to help them come to a proper understanding of the issues.

8.3 Determining Boundaries for Unwelcome Behaviour

It is clear that it will sometimes be difficult to determine what behaviour goes beyond the boundaries of what is welcome. Among Christians, giving a hug is not normally considered sexual harassment. The following guidelines should assist:

- If you are asked to desist from a particular action, it is a prima facie evidence that it is unwelcome.
- Avoid any jokes or teasing with sexual connotations.
- Consider the behaviour from the point of view of the person receiving it (innocent intention is no defence to sexual harassment).
- Always attempt to build up other people and do what is helpful to them not to yourself (1 Thessalonians 5:11-13).
- Be very careful that any demonstrations of affection are appropriate and err on the side of restraint; if a person shows embarrassment or any concern, do not repeat the action.

8.4 A Balanced Reaction

It is important for teachers not to over-react to a situation of possible sexual harassment. The teacher should take into account the age of the student, and to understand what that action meant to the student. For example, a five year old boy who lifts up a girl’s dress would be treated quite differently from a senior high school boy doing the same action. That does not mean, however, that we should overlook such inappropriate action by the young.

Where students, especially girls, young children or other apparently powerless groups report harassment, their charges should be taken seriously and properly investigated. The teacher should be sure to listen sympathetically, and to follow the procedure as set out for sexual harassment.

8.5 Procedure for Investigating Sexual Harassment

Reporting to Leadership

- Incidents of sexual harassment must be reported to a member of the Executive Leadership Team. The role of the Principal or Executive Team member is to:
  - Be identifiable and accessible.
  - Provide information to staff, teachers, students and where appropriate, parents about the procedure.
  - Provide support to staff, teachers or students who approach them with a complaint.
  - Ascertaining the outcome a complainant wants and provide information on options available, and maintain confidentiality.
Investigation

- An allegation of sexual harassment will be deemed as requiring investigation when at least one of the following conditions is satisfied:
  - A written complaint is received by an executive member.
  - A teacher or a counsellor, or any other College staff member receives a direct and clearly articulated complaint of harassment, naming either the alleged perpetrator or the victim.
  - A teacher or any College staff member witnesses a situation, or hears reliable and verifiable information, naming either the alleged perpetrator or the victim, which strongly suggests a possible sexual harassment. The staff member, on witnessing or hearing such strongly suggestive evidence, is obliged to report what he or she has seen or heard to an executive member.

- An allegation of Sexual Harassment will not be deemed as requiring investigation, when the Principal, in association with a member of the Executive Leadership Team, forms the opinion that any of the following conditions is present:
  - The allegation is comprised of second-hand information, without naming either a victim, an alleged perpetrator or specific instances of harassment.
  - The allegation is based solely or predominantly on advice from a parent that he or she is hearing stories or allegations at home, but neither the parent nor the child is prepared to be formally interviewed or make a statement.

Note:
Should an allegation of sexual harassment be made against a member of the Executive Leadership Team, the Principal shall be informed. If an allegation of sexual harassment is made against the Principal, an Executive staff member will inform the Principal of the complaint, and will report the matter to the Board Chairman. The Executive member as delegated by the Chairman will follow the processes or similar processes as outlined in this document.

Responding to Sexual Harassment

- A complainant may respond to sexual harassment in the following ways:
  - Taking no action - in the case of a minor / one off incident.
  - Personal resolution - the complainant makes it known that the comments, attention, contact or behaviour is not welcome.
  - Formal process - complaint made to the Principal. Formal investigation undertaken by the Principal or by a person he / she nominates. Confidentiality and balancing the rights of the complainant and the person alleged to have caused the offence are important.
  - Record Keeping - those to whom such a complaint is made will keep a record of complaints and the Principal will keep a record of any action or decisions relating to a grievance procedure or disciplinary action.

8.6 Process for Investigating Sexual Harassment

On receiving an allegation or report of alleged sexual harassment, the Principal will make a determination of whether the report or allegation is deemed to require investigation.

If it is determined that the report does not require investigation, all notes and decisions must be filed in a specially reserved file named, Sexual Harassment Allegations Not Investigated. As part of this process, advice must be sought from the appropriate Head of Section. Where one of these is not a member of the opposite gender advice must be sought from another senior staff member who is of the opposite gender.
If it is determined that the report does require investigation, a procedure will be followed that will involve all or some of the following steps, in the most appropriate sequence and manner as it seems appropriate at the time.

- A Special Investigation Committee will be established. This committee will include the Section Head, another executive staff member and depending on the circumstances, another appropriate staff member, ensuring that there is appropriate gender representation. If the Principal is not on this committee, they will be kept informed of the entire process.

- The decision may be to suspend the staff member against whom the allegation has been made, on full pay, until the outcome of the enquiry is determined. This is not an essential step, but it is an option open to the Principal. This step may be taken at any point in the following process.

- The Principal or delegate will determine and implement a process for interviewing as many parties as possible, depending on the information available at the outset, and such information as emerges throughout the investigation.

- The Principal or delegate will ensure that an accurate report of all interviews and committee discussions are preserved. This does not require verbatim testimony, or taped interviews, but it does require a clear summary of pertinent statements and details. Interviewees will be given the option of bringing a third party with them to the interview and will be advised that they have a right to a copy of the record of the interview once it is finalised. The committee will determine when it ought to require an interviewee to sign a copy of the meeting record, for purposes of ensuring verifiable records. Any interviewee may insist on any meeting being verified in such a manner without giving a reason for doing so.

- The alleged perpetrator may not necessarily be advised of the allegation before an investigation commences, if it is deemed by the committee that such advice may hinder the collection of information. However, the committee is required to advise the alleged perpetrator within 48 hours of an investigation commencing, and to advise him/her of the details of information sought, though not necessarily the names of those interviewed.

- The committee may conceal the identity of the accuser if it believes that that person may be in danger or if there is a risk of information or evidence being destroyed or damaged, as a result of that identity being made known.

- Once the committee makes a final determination of its opinion, it is to present a written report to the Principal or Board Chairman outlining its essential research and its findings. It may also wish to include one or more recommendations. Any member of the committee may submit a dissenting report if he or she so desires.

- The Principal or the Board Chairman will then make a decision on the next steps to be taken. This decision will be made in the light of the following:
  - The absolute requirement to protect a child from danger or inappropriate interference.
  - The absolute requirement to ensure that justice, fairness and due process are preserved and seen to be preserved.
  - The fair and reasonable protection of an adult’s reputation in the light of a very serious accusation, until the circumstances of the case can be submitted to an appropriate legal or industrial determination.
  - The upholding of the good name and reputation of the College, including its credible Christian witness, both in the short and the long term.
Throughout the above process, there should be every attempt to preserve confidentiality by all parties. All parties should be strongly advised of their responsibilities in this regard.

8.7 Special Responsibilities of the Principal

- The Principal is required to ensure that due process is being observed, and that no person’s reputation or safety is unfairly placed in jeopardy as a result of the investigation.

- The Principal is required to ensure that parents of a student are notified early in the process, and that they are kept informed during the process. The parents should also be advised of their responsibilities in regard to confidentiality, but their entitlement to being informed should not be diminished, even if there may be doubt about their capacity to maintain appropriate confidentiality. In such a case, they should be advised in writing, that any disclosure of information could be used against them in the future in the event of any party wishing to take action against them for any kind of personal damages or loss.

- The Principal is required to inform the Board Chairman whenever an allegation is made, whether it is deemed to be fully investigated or not, and to keep him / her informed throughout the process of investigation.

- The Principal is required to advise the College Board of an incident of Sexual Harassment; at the point where the Principal, in his opinion, believes that it is fairly likely that an incident may have taken place.

- The Principal is also required to advise the College Board of an incident of Sexual Harassment, at the point where it is likely that there may be damage to the College’s reputation in the media or in the general College community.

- The Principal is required to satisfy all the obligations of the law, including those laws in regard to advice to the Victorian Institute of Teaching, or similar bodies.

8.8 Process for Investigating Sexual Harassment

- All staff members have a duty to ensure that any sexual harassment brought to their attention or witnessed by them is dealt with as promptly as possible according to the procedures set out below and is referred, where necessary, to the appropriate authority.

- It is the legal responsibility of the school and all its employees to take all reasonable steps to prevent sexual harassment and victimisation by enforcing this policy and by active education of students and fellow staff members.

- For information regarding legal responsibilities to report, Refer to St Andrews Christian College – ‘Child Safety Policy including ‘Students at Risk’ and Mandatory Reporting’.

8.9 Dealing with Sexual Harassment Amongst Students

How should a school deal with sexual harassment? There are two areas of concern:

- Firstly, there is a need for education about what is appropriate behaviour and this preferably should be undertaken in single sex groups. Students of both sexes should be helped to understand what they can and should do when faced with sexual harassment. In particular, they should be aware of the complaints procedure. Students should also be taught about Biblical values with regards to boy / girl interactions. Students learn sexual stereotypes from the wider peer group, and these views need discussing and correcting.

- Secondly, there is the need to deal with instances of sexual harassment that have come to the teacher’s attention. There will be two main groups of cases that you will need to deal with. There
will be actual complaints made by the victim, and there will be activities that are observed by others (including the teacher).

8.10 Guidelines for Teachers

The following suggestions are made for instances where the victim approaches the teacher:

- Take the student aside inconspicuously and listen carefully to what is said.
- Clarify the actions or words that were said, and the name of the person or persons who were alleged to have done the action.
- If possible, get the student to write down what happened. If this is not desirable, the teacher should write down what happened in the student’s own words. It is most important if justice is to be done that the teacher should not ‘lead’ the witness by asking questions that suggest ideas. So do not ask questions like “Did he touch your breast?” Ask questions like “What did he / she do next?”
- Ask if there were any witnesses and get their names. Interview these before the victim goes back to class if possible, or make sure there is no chance for the victim to tell the witnesses what was said to the interviewer. Interview each witness separately. Get a written record of what was said. Do not lead the witnesses in the questioning.
- Assure the victim that the matter will be fully looked into and warn him or her not to talk to other students about the matter, whatever your belief about the accuracy or otherwise of the allegations made by the student. Remember that if the student was harassed he or she will need all the help and support that can be given.
- Ask the victim to talk to his or her parents about the incident. Where younger children are involved a teacher may need to be present to prompt discussion. Teachers are to try and ensure that the parents are informed about the incident before the child informs them. If possible, inform parents immediately after the incident, before their child arrives home from school.
- Discuss the matter with an executive staff member.
- Take the supposed offender aside and interview him or her.
- Ask the accused to tell in his or her own words what was done to, or said to, the accuser.
- If the student does not own up, then obtain a detailed statement of all actions and words that took place between the accused and the accuser at the specific time. Do not use leading questions. Get him / her to read the statement to and to sign it if sure that it is accurate.
- Ask if there are any witnesses he or she knows of. Interview these witnesses and any witnesses given by the victim before you release the accused back to the classroom.
- The accused student should not be allowed back into the classroom until the matter is resolved. The parents of both students may need to be called in before the matter is resolved.
- If there are no witnesses and both students have different stories, the two students may need to be interviewed together.
  - This may be a problem if the offender has power or influence over the victim. The victim should have the support of a teacher of the same sex present during the interview.
  - If the offender owns up then discuss the actions he / she has done and explain why they are wrong. If the offender does not own up, further investigation may need to take place until a clear account of the event has been determined.
8.11 Decide on Appropriate Action
- The teacher should discuss the proposed action with the senior person consulted originally.
- Make sure the Deputy Principal and Principal is informed of what is happening.
- Inform the parents in writing of what has happened.
- Inform the teacher who has each of the students in their pastoral care.
- If the matter is a serious problem, arrange for both sets of parents to come in separately to discuss the matter. The Principal would normally conduct such interviews.
- Arrange for follow-up counselling for both students.

8.12 Observed Actions
- If a staff member has seen an action, but is not sure whether it was imposed or whether the students were consenting, they can take the supposed victim aside quietly and ascertain whether the action was imposed or not or speak to a relevant teacher or coordinator.
- If a staff member observes an incident where one student is clearly telling another to stop and the offender is persisting in the behaviour. The staff member should:
  - Intervene and tell the student to stop;
  - Take the offender aside and explain why the behaviour is wrong. If the matter is a serious one, then take both students aside; talk to the victim first and then follow the above procedure.
- A student or a parent reports to the teacher that sexual harassment has been occurring. The teacher should:
  - Interview all possible witnesses discretely to get a picture of what did happen.
  - Interview the victim(s) discretely and privately without letting others know why the conversations are taking place; and
  - Follow procedure set out in this policy.

8.13 Contacts for Outside Agencies
- Australian Human Rights Commission – Toll Free: 1300 656 419
- Equal Opportunity Commission (VIC) – Toll Free: 1800 134 142
- Victoria Police: Sexual Offenses and Child Abuse (SOCA) – 000
  - Sexual Offenses and Child Abuse Investigation Teams (SOCIT) – Knox (03) 9881 7939
- DHS Child Protection – 1300 360 391, or 131 278 After Hours.