



LGBTIQ+ SUPPORT POLICY

Palm Beach Currumbin State High School ('PBC') is committed to providing quality educational experiences to all of our students to ensure they have the opportunity to reach their full potential. Our school community reflects the diverse nature of communities across Queensland. We are committed to providing the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment. All members of the PBC community are required to respect and support this commitment.

PBC aims to:

- Create a working and learning environment that is inclusive of all students and staff and where all members are treated with courtesy, dignity and respect.
- Promote appropriate standards of conduct at all times.
- Implement strategies to ensure that all members of the school community know their rights and responsibilities.
- Provide all students with access to high-quality education that is free from discrimination.
- Create a school community where students and families experience a sense of belonging helping to promote positive mental health and wellbeing.
- Connect students and staff with support services, as required, external to the school.

Confidentiality and Privacy:

LGBTIQ+ students and staff are entitled to the same confidentiality and privacy as any other members of the school community. The decision to disclose gender diversity or sexuality is an individual matter and must be treated respectfully and in accordance with confidentiality and privacy requirements. As for all students, staff must adhere to their mandatory reporting obligations if they suspect on reasonable grounds that a child has been abused or neglected.

Staff Responsibilities for Student name and pronoun use:

- School staff to be aware that students may refer to themselves by a name of their choosing.
- Staff will refer to students by their preferred name as requested.
- Staff will refer to students using their preferred pronouns as requested. Pronouns may include, but are not limited to, she/her, he/him, they/their.
- School staff should promote the use of inclusive and non-gendered language within the school.
- School community members should respond to and challenge all forms of discriminatory behaviour and language.
 - The Principal may request documentation to support a request for a student to identify as a different gender to what is recorded on their birth certificate. This could be medical evidence or the opinion of a medical practitioner or registered psychologist. This may be required to determine if the request is in the student's best interest.
- As per legal requirements, staff must ensure that school records are made and kept accurately. School records must reflect the sex as stated on the student's birth certificate or passport unless there is other evidence to support a different gender (see point above).
- At parental request student academic reports or other formal school documentation may use the student's preferred name and gender. It should be noted however that if the birth gender is still recorded this will result in a mismatch of pronouns which will



require manual editing. One School can provide advice on how to record both preferred name and affirmed gender in addition to recording the student's sex.

- Independent students may request any name or gender changes directly to the Principal.

Curriculum Considerations:

Teaching staff will consider that all curriculum can be facilitated in a manner that promotes inclusivity. Teachers are encouraged to avoid making generalisations or assumptions about sexuality or gender identity, particularly when delivering curriculum related to relationships and sexuality education. E.g. Using 'parents' instead of mum and dad, 'relationships' instead of boyfriend or girlfriend etc.

Toilet and change room use:

Children and young people's safety and wellbeing are the primary consideration in determining appropriate use of toilet and change room facilities. Transgender and gender diverse students should have the choice of accessing a toilet/change room that matches their gender identity. All considerations for the use of toilets and change rooms will be discussed with the individual the choice of accessing the toilet/change room that matches their gender identity.

School dress code:

Students are free to choose the formal uniform in which they feel most comfortable.

Camps:

Considerations around sleeping arrangements and situations that are not usually encountered during the school day will be made with parents/caregivers/students and the school prior to the camp. For instance, considerations if camp groups are grouped according to gender, will include areas for showering and the changing of clothes. This will be approached on a case by case basis. A risk assessment for the safety and wellbeing of all children and young people is a requirement of all excursions and camps.

Sports:

Considerations of the student needs and type of sport will be discussed as required with the Principal. Restrictions on participation in sport for children over 12 years of age may be imposed on the basis of biological sex or gender identity, if the restriction is reasonable in regard to stamina, strength or physical requirements of the activity.

Workplace:

PBC values teamwork and sees each member of the team as vital in protecting the learning environment to provide a safe and productive workplace. All staff are expected to adhere to the Department of Education's Code of Conduct.

Process of support for Gender Diverse Students at PBC:

Staff who become aware of students requesting to transition or affirm gender at the school, will notify a Guidance Officer at the school. The purpose of this is to ensure that adequate support is offered to the student and family with specific consideration of the student's individual needs. Guidance Officers have specific training in developing student plans and supporting students and families. In instances where one or both parents/caregivers do not support the young person's decision to affirm their identity the school will assess the best interests of the child to ensure their physical and psychological safety and wellbeing.



Guidance Officers or Deputy Principals will inform relevant staff of any support as required. This will be a student led process with regards to timing; which students and staff are informed; when the communication will occur and the language used.

Specific professional development will be offered through the school to staff as part of the broader inclusion policy.

Students will be offered a Case Manager or supportive adult in the school to liaise with. Check ins will occur from time to time and be inclusive of parents/guardians. At such times the student's plan will be reviewed and adjustments made if necessary.

Student Support Plan

The purpose of this document is to create a shared understanding about the ways in which the student's gender or sexual identity will be supported in the school. It is not expected that all aspects be included initially and each plan will be individual. The following should be a guide.

An example proforma for a student support plan is below:

Student Support Plan

Student Name:	Date:
CARE Class:	Date of Birth:
Purpose of Plan:	
Confidentiality:	
How public or private will information about this student be: i.e. Whole class aware, teachers, students, office staff, etc.	
Student Safety:	
Who will be the student's 'go-to adult' at school? If this person is not available, what should the student do? What if any, will be the process for periodically checking in with the student and/or family?	
Names, Pronouns and Student Records:	
Preferred name entered into One School system with parental permission	
Name to be used when referring to student Pronouns	
How will instances be handled in which the incorrect name or pronoun are used?	



<p>How will the student’s privacy be accounted for in the following situations or contexts: With supply teachers? Standardized tests? School photos? Student Files? Extra-curricular activities? Academic Reports? Student ID Card? Assignment of IT accounts</p>
<p>Facilities: Student will use the following restroom/s during school? What are the expectations regarding the use of facilities for any excursions? What are the expectations regarding rooming/s for any overnight trips/camps? Are there any questions/concerns regarding the student's access to facilities?</p>
<p>Extra-Curricular Activities: Does the student participate in an after-school program (sport/cultural)? What steps will be necessary to support the student there?</p>
<p>Uniform:</p>
<p>Other considerations: Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for? Does the student have any siblings at school? What factors need to be considered regarding the sibling's needs?</p>

Definitions:

For the purpose of this document the following terms are defined but it is acknowledged that they are general terms.

Discrimination – treating a person in a way that results in that person receiving less favourable treatment because of their sexual orientation, gender identity or intersex status.

~phobia (as in: homophobia, transphobia and biphobia) – the fear, intolerance, and/or discrimination of people who identify as: same-sex attracted (homophobia); transgender, gender diverse or gender nonconforming (transphobia); bisexual (biphobia).

Transgender (or Trans) – an umbrella term used to describe anyone whose gender identity differs from their biological sex.



Sistergirls and Brotherboy – terms used by some Aboriginal and Torres Strait Islander people to describe a person assigned male or female at birth and living partly or fully as the other gender. Use and spelling of the terms may vary across different groups and communities and other cultures will use different terms to describe gender diversity.

Intersex – a long-established medical condition where an infant is born with reproductive organs and/or sex chromosomes that are not exclusively male or female.

Gender expression – is the outward signs they present to the world around them. This could include their choice of name and preferred pronoun, their style of dress and appearance and/or mannerisms.

Gender diverse – used to describe anyone whose gender identity differs from their biological sex. Includes people who identify as transgender, a-gender (having no gender), bi-gender (having two genders), and non-binary (not strictly woman or man).

Gender transition/affirmation – is the process whereby a transgender person commences living as their true gender identity.

Gender identity – a word or series of words that a person of any sexuality may use to describe their gender – for example: girl, boy, woman, man, transgender, gender diverse etc.

Same-sex attracted – any person who identifies as being same-sex attracted. This may include people who identify as gay, lesbian or bisexual.

Sexual orientation – the underlying direction of sexual attraction towards people of a particular gender or genders. Sexual orientation can include being heterosexual, homosexual or bisexual. Having a homosexual or heterosexual orientation does not always mean people will have a gay, lesbian or heterosexual identity.

Sexual identity – how you see yourself sexually and how you present yourself to others. It includes being gay, lesbian, bisexual or heterosexual.

(Definitions have been resourced from: Australian Human Rights Commission, Safe Schools Coalition Australia, Victorian Department of Education and Training, Queensland Department of Education)

Legislation:

The Anti-Discrimination Act 1991 prohibits state schools from discriminating on the attribute of gender identity or sexuality. The Sex Discrimination Act 1984 also prohibits discrimination on the basis of a person's sex, gender identity, intersex status or sexual orientation in the area of education.

Relevant legislation:

- Anti-Discrimination Act 1991 (QLD) Sex Discrimination Act 1984 (Cwlth)
- Sex Discrimination Amendment (Sexual Orientation
- Gender Identity and Intersex Status) Act 2013 Information Privacy Act 2009
- (Qld) Education (General Provisions) Act 2006