



LGBTQIA+

Student Support Policy



Last updated: 8 March 2022

Kew High School

LGBTQIA+ Student Support Policy

Statement of rationale and scope

Kew High School is committed to providing a safe and inclusive environment for all students, including those who identify as LGBTQIA+. Kew High School has a unique opportunity to support young LGBTQIA+ people through their formative years, and as members of a whole school community we are well positioned to make positive change.

This policy is reflective of The Australian Institute for Teaching and School Leadership (AITSL) Standard 4: Creating and Maintaining Supportive and Safe Learning Environments and the Department of Education's (DET) LGBTIQ policy in supporting Lesbian, Gay, Bisexual, Trans and Gender Diverse, Intersex, and Queer and questioning (LGBTIQ) students. This policy also aids the school in achieving our Framework for Improving Student Outcomes (FISO) goal of achieving a positive climate for learning.

The purpose of this policy is to ensure that Kew High School complies with and reflects the Department of Education and Trainings policy in supporting Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, and Queer and questioning (LGBTIQ) students attending Kew High School. Through the implementation and review of this policy we aim to provide a safe and inclusive learning space where all students, regardless of gender and sexual orientation can Aspire, Strive and Achieve.

This policy reflects Kew High School's status as a diverse community of learners and their unique experiences they bring to our school – their cultural and linguistic backgrounds, as well as the broad range of identities that create the distinct educational context in which we learn. This context has, in the past, yielded student led programs such as Sexualities and Genders Association (SAGA) and the current Stand Out group which aims to provide a voice and space for students within the LGBTQIA+ community. Kew High was one of the first schools to join the Safe Schools Coalition.

Ensuring the safe learning environment for our students is essential. We recognise that due to bullying/harassment or lack of support related to LGBTQIA+ identity:

- 30% of students could not concentrate in school
- 20% of students missed classes or days of school
- 20% had lower marks
- 10% did not use the toilets
- 13% dropped out of sport
- 10% moved schools
- 25% of transgender students (16–17-year-olds) have attempted suicide
- 8% dropped out of school altogether

Adapted from “All of Us” health and physical education resource from Minus 18.



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1. Definitions

Term	Definition
Asexual/aromantic	A person who experiences little or no sexual or romantic attraction to other people.
Bisexual	A person who is romantically and/or sexually attracted to people of their own gender and other genders.
Brotherboy and Sistergirl	A term used by some Aboriginal and Torres Straight Island communities to describe trans and gender diverse people. Brotherboys refers to masculine spirit people who are assigned female at birth. Sistergirls refers to feminine spirit people who may be assigned male at birth.
Cisgender	A person whose gender aligns with their sex assignment at birth.
Cissexism	The assumption that everyone is cisgender.
Discrimination (direct)	Refers to treatment of a person with a protected attribute (such as a gender, intersex status or sexual orientation) unfavourably because of that attribute. Direct discrimination may occur if the school denies or limits any access to any benefit provided by the school or subjects the student to any other detriment. For example, excluding a transgender student from using the toilet that matches their gender because of the sex they were assigned at birth, may limit or deny that student's access to the benefit.



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Discrimination (indirect)	Refers to a requirement, condition or practice that is applied to all students equally, but its application is likely to have the effect of disadvantaging students with a protected attribute (such as gender, intersex status or sexual orientation), and it is not reasonable. For example, it might be indirect discrimination for a school to apply a uniform policy with only 'male' and 'female' options to all students equally without regard to a student's gender identity. The result of that policy might be a student with a non-binary identity would be required to wear the uniform of their sex assigned at birth rather than their gender identity, and the requirement to do so is unreasonable.
Gender	The personal presentation, mannerisms, appearance and other gender-related characteristics of a person that contribute to their identity, with or without regard to the person's assigned sex at birth.
Gender affirmation	Refers to the process whereby a transgender or gender diverse person, socially or medically affirms their gender. There is no single moment of gender affirmation; it is an ongoing and individual process which may or may not involve medical support.
Heteronormativity	The assumption that everyone is straight.
Heterosexual	A person who is romantically and or sexually attracted to a person of another gender. This is often referred to as being straight.
Homosexual	An older term that some consider an insult. It is used to describe a person who is romantically and or sexually attracted to a person of the same gender.
Intersex	Refers to people who have innate sex characteristics that don't fit medical and social norms for female and male bodies, and this does create risks and experiences of stigma, discrimination, and harm. These variations do not define the person's gender identity or sexual orientation.
Non-binary	Refers to a gender identity that is not exclusively male or female.
Pansexual	A person who is romantically and or sexually attracted to people regardless of their gender.
Pronouns	Refers typically to a group of words that can replace a noun. An individual may have a singular or set of preferred pronouns that affirm their gender identity (eg. He/him/his, she/her/hers, they/them/theirs).
Queer	A broad term describing people of diverse genders and sexualities. This has previously been used derogatively but has been reclaimed by some members of the broader LGBTQIA+ community.
Questioning	A person who is exploring and questioning their gender identity and/or sexual orientation.



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Sex	A person's identity based on their physical body e.g. chromosomes, hormones, reproductive organs. Sex and gender may not align. Sex is commonly assigned at birth by a medical professional.
Sexual orientation (sexuality)	Refers to a person's sexual preferences. These may be people of the same gender, different gender, attraction to multiple genders, or not on the basis of gender.
Transgender	A person whose gender does not align with their sex assigned at birth.

2. Processes and procedures

a. Legal considerations

It is unlawful under state and federal laws to discriminate against a person on the grounds of their sexual orientation, gender identity or intersex status.

Anti-discrimination laws:

- require schools to take reasonable and proportionate measures to eliminate discrimination on the basis of sexual orientation, gender identity or intersex status, including by taking positive steps to promote an inclusive school environment
- prohibit direct and indirect discrimination on the basis of sexual orientation, gender identity or intersex status

b. Department requirements

Kew High School will take reasonable steps to eliminate discrimination based on gender and sexuality.

[The Department requires schools to support LGBTIQ students by:](#)

- providing a positive, safe, supportive, and respectful environment
- respecting privacy and confidentiality in relation to all students
- supporting students who want to affirm or transition gender identity at school
- challenging all forms of discrimination based on gender and sexuality
- considering the impact of any requirement to participate in school activities according to gender identity or an assumption of heterosexuality (for example, school formals, sports activities, camps)
- schools should ensure that their policies, practices and activities are inclusive and take positive action to eliminate discrimination or harassment of students on the basis of their gender or sexuality.
- inviting the young person and a family representative/carer to be part of the formulation of a school management plan (in cases where the student is a mature minor, refer to [Mature Minors and Decision Making](#))

c. Commitments of Kew High School for LGBTQIA+ inclusion

Kew High School recognises its position to make positive change in the lives of LGBTQIA+ students. The following are the set of commitments that Kew High School broadly makes to help it achieve this change and to continue to promote inclusion within the school community.



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- Kew High School will ensure that the policies, practices, and activities at Kew High School are inclusive and do not have the effect of treating any student adversely because of their gender or sexuality
- Kew High School will take positive action to eliminate discrimination or harassment of students based on their gender or sexuality
- Kew High School will continue to promote and foster student agency in specific groups and individual leadership positions that support LGBTIQIA+ students.
- Kew High School will expand upon the professional development and education of the Kew High School staff, such that they are better able to support LGBTIQIA+ students
- Kew High School will aim to deliver an inclusive curriculum that does not directly or indirectly discriminate against LGBTIQIA+ students. It will continue to evaluate its curriculum and practices such that they are inclusive of LGBTIQIA+ students

d. Promoting inclusive classroom practice at Kew High School

The following are suggestions for teaching staff to help promote LGBTIQIA+ inclusion within their day-to-day classroom practice. These suggestions are for those seeking for tangible examples of practices that they can employ support LGBTIQIA+ students.

- Introducing your preferred name and pronouns (eg. he/him, she/her, they/their) in your first class. This helps to normalize conversations around preferred names and pronouns. You may also encourage all students to introduce themselves and their preferred pronouns. Teachers may also choose to have one-on-one conversations with students to ensure that they are using the correct name and or pronouns for LGBTIQIA+ students.
- Avoid using traditional gender-based groups during classroom activities, such as “girls vs. boys” as this may isolate transgender, non-binary, or questioning students. This may be extended to the use of gender specific language within the classroom such as referring to large groups of students within the class as “girls” and “guys”.
- Challenging LGBTIQIA+ discrimination within the classroom when it arises. In all cases of these instances, it is important that restorative practices are followed, that coordinators are communicated with, and that the response is in line with the Department of Education LGBTIQ Student Support policy
- Examples of this kind of discrimination may include:
 - the use of certain terms as insults (eg. “that’s so gay”)
 - misgendering or not using the preferred names of certain students (eg. students intentionally using the wrong name or pronouns of another students)
 - Students intentionally excluding or bullying students based on their gender identity or sexuality.
- Include warnings about material that may be upsetting to LGBTIQIA+ students, such as those surrounding traditional views on sex and gender, or more politicized materials such as gay marriage. These warnings may be an announcement before a lesson or a slide or written message at the start of the material. It is important that materials are always used for educational purposes and that students feel respected. Consider in preparation how materials might be presented in ways that are inclusive of all student’s perspectives. An example of doing this is listed below:
 - A Science teacher, preparing a class on DNA and chromosomes, includes an opening slide stating that the course content investigates the scientific view of sex and not a person’s gender identity. They then recognise all students right to feel respected within the class and encourage students to speak to them or well-being if they have any concerns about the course content.



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- An English teacher, preparing a unit of work is considering using a text with themes that may indirectly discriminate against LGBTIQ+ students. They decide that the text is innately valuable for the learning of the students within the class. When the teacher introduces the text, they state that the text explores themes that may be offensive to certain individuals. They clarify that the text is used for educational purposes only, and that they do not condone or tolerate any kind of discrimination within the classroom. The teacher remains sensitive throughout the unit of work, ensuring that students' wellbeing is maintained throughout the exploration of the text.
- Teachers may also look to include aspect of LGBTIQ+ history or perspectives when delivering their regular curriculum. It is important not to tokenise these perspectives so try to include where they seem most relevant. Some suggestions include:
 - Researching the history of queer rights movement across the world or specifically Australia in History or Humanities classes
 - Reading stories or books with queer themes or written by LGBTIQ+ authors in an English class
 - Recognising the works of famous LGBTIQ+ individuals throughout history in science, mathematics, politics, civics and citizenship, music, and art

e. Gender affirmation support plans

Kew High School will work with students affirming their gender identity to prepare and implement a gender affirmation support plan.

The gender affirmation support plan:

- The Kew High School Gender Affirmation Template to facilitate conversations between parents/carers, the student, and Kew High School can include a range of supports including:
 - Affirming pronouns
 - Changing preferred name on Compass
 - Changing Kew High School graduation certificates to reflect preferred names and pronouns.

The plan will be developed in consultation with the student and their parents or carers, where possible, and will be reviewed periodically to ensure that it reflects the needs of the student at the different stages of their affirmation.

It is important that the student is at the centre of creating their own support plan, and consulted in all decision making. In preparing the plan, Kew High School's Wellbeing Team will consider the following:

- catering to the student's affirmed gender identity
- that the support plan reflects the DET LGBTIQ Student Support Policy
- developing the support plan over staggered sessions allowing time for trialling and opportunities for adjustments to occur
- the best timing to undertake a gender affirmation process
- maintaining appropriate privacy and confidentiality — considering the privacy of the student, and only sharing information to those who have an appropriate reason to know. In consultation with the student and family, determine which key staff members need to be advised to effectively support or teach the student. Make a list of the names of staff members who know of the gender identity change in consultation with the student and store this in a place accessible to said staff members.
- the referencing of and recording of student's affirmed name, gender identity, and pronouns (he, she, they, etc.)



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- the use of toilets, showers and change rooms that meet the needs of the student. This should be based on the student's gender identity and whichever facilities they will feel most comfortable using. Students without a disability may use accessible toilets or facilities.
- the appropriate uniform that reflects the gender identity of the student and meets the school's dress or uniform code
- developing a communications plan that includes what information staff members and other students need to know to best support the student
- make plans to address potential community concerns, ensuring students' right to privacy is maintained, as well as their physical safety
- providing support to staff through professional learning and briefings on the arrangements for the student where appropriate
- updating school policies to include support for transgender and gender diverse students and responses to transphobic bullying
- consider scheduling regular Student Support Groups to support, guide, and monitor the student's progress

f. Camps and Excursions

Kew High Schools commitment to supporting students in affirming their identity extends beyond the school grounds and to school based outings such as excursions, sports days and camps.

Students will use the spaces that are appropriate for them and that the student feels safe in, including bathrooms, sleeping quarters and shower blocks, for example. When working with a Kew High School student to identify which spaces and amenities are appropriate for them the school will be directed by the wishes of the student, and this preference will be reflected in the Gender Affirmation Support plan where appropriate.

The school will maintain the privacy of all Kew High School students and will not share student details with any party except for those whom it has express permission to do so.

g. Understanding confidentiality

In line with DET guidance on confidentiality, Kew High School will take a student- informed approach to sharing student disclosures of sexuality, gender, and identity including all supports provided through the school with parents and carers. Kew High School staff will counsel students on the possibility of information being shared beyond their identified support networks and will offer support in informing parents and carers should they consent to doing so.

In certain cases, at its discretion Kew High School will consult with the department in making decisions in the best interests of the student, particularly in cases where parents and carers are unsupportive of their young person's wishes.

If the school has received disclosures from a student concerning self-harm, suicidal ideation or other safety concerns that attract mandatory reporting procedures, these will be followed up and parents informed. However, the students wish around confidentiality with regard to their sexuality, gender or identity will be upheld.

h. Parental consent

There may be circumstances in which students wish or need to undertake gender affirmation without the consent of their parents or carers, and or without consulting medical practitioners.



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If no agreement can be reached between the student and the parents regarding the student's gender identity, or if the parents will not consent to the contents of a student support plan, Kew High School will, according to the considerations required to be weighed in the Department of Education and Training Mature Minor Policy, consider whether the student is a mature minor.

If a student is considered by the principal to be mature minor in accordance with the considerations required to be weighted by the Department of Education and Trainings [Mature Minor Policy](#), they can make decisions for themselves without parental consent and should be affirmed in their gender identity at school without a family representative/carer participating in formulating the school management plan.



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3. Appendices

Helpful Links

Department of Education Links:

- [DET LGBTIQ Student Support Page including Policy](#)
- [Sexuality Education in Victorian Government Schools](#) - provides more information on the delivery of sexuality education in Victorian schools
- [Bully Stoppers](#) - supports students, parents, teachers and principals in working together to make sure schools are safe and supportive places, where everyone is empowered to help reduce the incidence of bullying in all Victorian schools

Other Resources:

- [Minus 18](#) - provides mental health and peer mentoring support to same sex attracted and gender diverse young people from all over Australia
- [National Safe Schools Framework](#) - provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies
- [Rainbow Network](#) - a network of Same Sex Attracted, Intersex, Trans and Gender Diverse (SSAITGD) youth groups with activities including; the exchanging of ideas, information and resources; the discussion of issues that may emerge when working with young people, their families, schools and community agencies; and developing of partnerships between agencies and schools aimed at empowering young people to participate in decision making and community development
- [Royal Children's Hospital Melbourne Gender Service](#) - provides children and adolescents up to 17 years with a multidisciplinary approach to the assessment, care and treatment of gender dysphoria
- [Pgdc.org.au](#) - a parent led website and community focussed on supporting parents of transgender and gender diverse children.
- [Transcend](#) - a parent led support network and information hub for transgender children and their families in Australia
- [Transgender Victoria](#) - works with and for, the trans community as well as its allies, to create positive change in areas that impact the human rights of trans people. Transgender Victoria (TGV) supports direct assistance to transgender people through establishing and implementing appropriate and high quality direct services.
- [Victorian Equal Opportunity and Human Rights Commission](#) - educates people about the rights and responsibilities contained in the Charter and reports annually to the government about the operation of the Charter
- [Ygender](#) - a peer led social support and advocacy group based in Melbourne.
- [Zoe Belle Gender Collective](#) - provides online support, referrals, recommendations and resources for the greater trans and gender diverse community in Victoria
- [Queerspace](#) - Queerspace is an LGBTIQ+ health and wellbeing support service established in 2009 by LGBTIQ+ communities for LGBTIQ+ communities. Queerspace has a focus on relationships, families, parenting and young people.
- [Skittles Program](#) - Are you aged 13-18 and identify as LGBTIQ+? If so, we would love you to join us every Thursday from 4.30pm to 5.30pm at the Boroondara Youth Hub, 360 Burwood Road Hawthorn. Contact Boroondara Youth at youth@boroondara.vic.gov.au or on 9278 4608.



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i. Wellbeing Team



Mike Nelson – Wellbeing Leading Teacher - Monday – Friday



Kat Fisher – Mental Health Practitioner - Monday – Friday – Parental consent required



Rosemary Carter – Chaplain - Monday – Friday



Mel Latham – Psychotherapist – Monday, Tuesday, Thursday – Parental consent required

Summer Uniform

Option 1



Accessory

TERM 1 & 4

- Jumper **must not** be worn as outer garment to/from school
- PE Jacket allowed when riding to/from school
- Students may wear full PE uniform to/from school if PE class is Period 1 or 5 respectively
- Students must obtain a Uniform Pass from General Office if uniform varies from what is listed

Option 1

White Short-Sleeved Shirt , Grey Shorts, Plain Socks - Black,White or Grey.

Black leather polishable lace-ups or T-Bar school shoes. Boots, slip on, zipped, canvas, suede, ballet style or runner/sport shoes are NOT acceptable.

Optional: Blazer, Maroon or Black (VCE Only) Jumper

Option 2

Summer dress, Plain White or Black Socks, Black T-Bar or Leather Lace-up Shoes
Optional: Blazer, Maroon or Black (VCE Only) Jumper

Accessory

Tie (with Option 1 only)

Winter Uniform



Option 1

Accessories



Option 2

TERM 2 & 3

- Blazer **must be** worn as outer garment to/from school
- PE Jacket allowed when riding to/from school
- Students may wear full PE uniform to/from school if PE class is Period 1 or 5 respectively
- Students **must** obtain a Uniform Pass from General Office if uniform varies from what is listed

Option 1

Blazer, White Long-Sleeved Shirt, Maroon or Black (VCE Only) Jumper, Grey Parts, Plain Socks - Black, white or grey socks

Black leather polishable lace-ups or T-Bar school shoes. Boots, slip on, zipped, canvas, suede, ballet style or runner/sport shoes are NOT acceptable.

Optional - Shorts

Option 2

Blazer, White Long-Sleeved Shirt, Maroon or Black (VCE Only) Jumper Winter Skirt, Black tights or black socks, Black T-Bar or Leather Lace-up Shoes

Accessories

Tie (with Option 1 only)
Scarf (in school colours)

Physical Education Uniform



Long or short sleeve Kew HS logo polo shirt, black logo shorts or black logo tracksuit pants.

Rugby jumper and/or spray jacket.

Kew HS logo broad brim hat for Term 1 & 4.

White or black socks with no logo, appropriate sporting footwear.

Students may wear their full PE uniform to/from school if PE class is period 1 or 5 respectively.

Students must obtain a uniform pass from the General Office if uniform varies from what is listed.

Students can also purchase the appropriate house coloured polo that should be worn for all house sporting events.

Full PE uniform **MUST** be worn for all school sporting events and PE excursions.