

# Supporting Diversity (LGTBIQ+) at Normanton State School



## 1. Vision Statement

Normanton State School is committed to providing quality educational experiences to all students with a safe and supportive environment where all students can learn free from discrimination based on gender, language, sexuality, culture, ethnicity, religion, health, disability or socioeconomic background. We are committed to providing the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment.

All members of the Normanton State School community are required to honour, respect and support this commitment. The school community includes students, staff, parents and members of the public who have any involvement with the school. Inclusion of all students, all staff and all community members are an expectation.

## 2. Aim

To ensure all students are provided with equal opportunities to reach their potential, irrespective of sex and/or gender identity of sexuality. At Normanton State School, we value a safe, supportive and connected school community in which wellbeing and safety is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By promoting the health and wellbeing of our diverse students, we are supporting them to thrive and succeed.

At Normanton State School, we acknowledge our diversity and respect all students and their choice to live authentically in their chosen gender identity. As a school community, we will:

- Promote positive educational outcomes for gender diverse students
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their chosen gender identity
- Promote compliance with relevant legislation concerning discrimination and privacy
- Work collaboratively with local community members to support gender diverse students and their families
- Negotiate and respond to the individual needs of gender diverse students
- Support staff in the ongoing development of inclusive curriculum which incorporates gender diverse perspectives

## 3. 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 includes:

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

## 4. Implementation

### Student Transitions

At Normanton State School, we acknowledge each student's chosen gender identity. Students who transition each have a unique experience which requires varying levels of collaboration and support. We collaboratively work with students and their families to negotiate a transition plan which is specific to their needs. This plan is an ongoing collaborative process which is adapted regularly to suit the needs of the student.

### Privacy of Student Information

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

### Student Name and Pronoun use

Acknowledging a person's request to change their name or pronoun is an important part of validating their chosen identity. At Normanton State School:

- School staff will be aware that students may refer to themselves by a name of their choosing
- 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.

The Code of Conduct and school Behaviour Policy should be utilised where staff and students deliberately or repeatedly use names or pronouns other than the one identified by the person concerned.

- School staff will promote the use of inclusive and non-gendered language within the school.
- Staff will refer to students by their preferred name as requested.
- School staff will respond to and challenge all forms of homophobic, transphobic and biphobic behaviour and language.
- As per legal requirements, school 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.
- At parental request student academic reports may use the student's preferred name in One School.
- At parental request student gender may be changed through Principal contacting One School.
- Independent students may request any name or gender changes directly to the Principal.

### Curriculum Considerations

At Normanton State School, we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum, staff 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).

### Bathroom Facilities

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. Considerations about appropriate bathroom access will be negotiated with each individual student.

## **Student Dress Code**

At Normanton State School there is a gender-neutral uniform available for all students. Uniform and dress code guidelines apply to all students.

## **Participation in sport**

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.

## **Inclusion in activities such as school camps and trips**

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

## **Communication with parents and carers**

At Normanton State School, we encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. Parents will be consulted with in relation to the development of transition plans.

## **Professional development for staff**

Department of Education One Portal has significant information on how schools can support LGBTIQ+ students - [Diversity in Queensland Schools - One Portal](#). Within this section there are professional readings, guidelines and factsheets provide from staff, leadership, parents and carers.

Similarly, there are free, online, self-paced courses that staff and leadership may wish to access:

- [LGBTIQ+: inclusive education introduction to key terminology concepts](#)
- [LGBTIQ+ Inclusive Education: Establishing Student Groups](#)

## **Prompt response to bullying, harassment and discrimination**

At Normanton State School we have a zero tolerance to bullying, harassment and discrimination. Any incidents of bullying, harassment and discrimination will be actioned as per the Normanton State School Student Code of Conduct.

## **5. Support**

Students that request to transition or affirm gender at the school need to be referred to the Guidance Officer, or a suitable Case Manager (i.e., Principal, Deputy Principal, HOD, HOSES), to ensure adequate support is offered to the student and family with specific consideration of the student's individual needs. Research shows that young people who identify as being diverse in their sex, gender identity or sexuality are more likely to experience poorer mental health outcomes compared with the general population. Schools play a significant role in supporting the wellbeing and mental health of their students. The Guidance Officer or Case Manager may work in collaboration with the students nominated "safe support person/s" for support to be delivered via a Student Support Plan, a suggested plan is attached.

Relevant staff will be informed, by the Guidance Officer and/or leadership team, of support requirements and considerations for the student. This will be a student led process with regards to timing for the student and on a "need to know" basis for staff and peers. It is important that the school promotes avenues of support for all students that is freely accessible on the occasion the

Guidance Officer, Case Manager or other supports are not available (i.e. after school, holidays), such as [kidshelpline](#) or [Beyondblue](#).

## **6. Links to relevant documents and resources**

Include any links that will guide and/or inform your school community.

- [Diversity in Queensland schools - One Portal](#)
- [Trans@School - a guide for schools, educators, and families of trans and gender diverse children and young people](#)
- Melbourne Declaration on Educational Goals for Young Australians
- Supporting Students' Mental Health and Wellbeing procedure
- Bullying. No Way!
- True Relationships and Reproductive Health

Developed in Consultation Term 4 2023

# Normanton State School – Student Support Plan



*The purpose of this document is to create a shared understanding about the ways in which the student's authentic gender will be accounted for and supported in school.*

<b>Student Name:</b>	<b>Date Enrolled:</b>
<b>Preferred Student Name:</b>	<b>Pronouns to be used:</b>
<b>Identifying Gender:</b>	<b>Assigned sex at birth:</b>
<b>Date of Birth:</b>	<b>Year Level:</b>
<b>Date of Plan:</b>	<b>People present / Author:</b>

## Confidentiality

How public or private do you want your information to be? i.e., whole class aware, teachers, students, office staff, etc

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## Student Safety

Who have you identified as your “safety support person/s” at school?

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If this person is not available, what can/should you do?

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What, if any, will be the process for periodically checking in with you and/or family?

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If a new enrolment, did you have previous Student Support Plans in place?

YES / NO

If not able to be provided, please explain the basis of the plan:

What worked well? What did you like? What did you use from it?	
What was a challenge? What didn't work? What didn't you like from it?	

## Names, Pronouns and Student Records

How will instances be handled by you in which the incorrect name or pronoun are used?

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How will your privacy be accounted for in the following situations or contexts?

Supply teacher / school visitors	
Standardized tests	
School photos	
Student files	
Extra-curricular activities	
Curriculum activities (i.e., Respectful relationship education, School nurse visits, gender groups for specific content delivery)	

**Facilities**

The restroom you will use during school: \_\_\_\_\_

What are your expectations regarding the use of facilities for excursions, trips, camps?

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Are there any concerns (i.e., physical, psychological, safety) regarding the accessing the facilities?

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**Other**

Do you have any siblings at school?

YES / NO

What factors need to be considered regarding the sibling's needs?

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**Other Comments**

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