



Centenary Heights State High School Gender Diverse Student Policy

Student diversity

Queensland schools reflect the diverse nature of communities across Queensland. Every day, schools respond to the unique learning and support needs of the school population to ensure every student has the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment.

The CHSHS Gender Diverse Student Policy has been developed with specific consideration for students who are transgender or intersex. This policy has been informed by Department of Education policy, experts in the field and key legislation identified at the end of the document.

It is recognised that each student, family and situation is unique and will therefore be managed on a case-by-case basis.

1. Vision Statement

Centenary Heights State High School 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 our community.

2. Aim or Goal

To ensure all students are provided with the opportunity to reach their potential by providing a learning environment that is safe, supportive, inclusive and disciplined irrespective of a student's sex, gender identity or sexual orientation.

3. Implementation

Step 1

At CHSHS we acknowledge each student's chosen gender identity. A student may approach a staff member and request to change their gender identity and/or name. A referral is made to the Guidance Officer via the Head of Year, Deputy Principal or Support Team member.

The Guidance Officer will discuss the request with the student to identify if the student has discussed their request with their parents/carers. If the student has not yet discussed the request with their parents/carers, the Guidance Officer will assist the student to start a discussion with their parents/carers.

CHSHS Guidance Officers will assume responsibility of the implementation of the policy, including conducting a "**Student Wellbeing Risk Assessment**". Potential risks can be assessed and managed effectively in consultation with the student, student's parents and/ or medical evidence. This may include consideration of the student's age and cognition. The Guidance Officer may make a referral to a range of appropriate service providers with informed consent from the young person and/or parent/carer. Parents of Gender Diverse Children may also self-refer to services, groups and providers that are most relevant to their needs and location.

All students are entitled to **confidentiality and privacy**. 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.

Step 2

The Guidance Officer will discuss the following with the student and their parents/carers:

- recognition that every student is different and decisions will be made on a case-by-case basis
- discuss privacy of student information,
- discuss and identify how, if and when the class group will be notified
- discussion regarding potential social challenges and extra attention from peers
- identify any outside agencies or medical professionals that may be engaged, seek permission to share information with medical professionals (SSMH1 signed)
- discuss the use of respectful and inclusive language and identify the affirmed gender, name and pronoun to be used
- discussion of use of bathrooms or change rooms with the student having the choice of using the student's affirmed gender facility or unisex facility
- discuss the student dress code and formal uniform options
- discussion regarding the participation in sport and school camp arrangements
- discussion and acknowledgement that staff and others may unintentionally use their previous name and pronouns during the implementation phase
- discuss the need for ongoing communication between the school and parents/carers; identify who will be the key school contact
- discuss the student's social-emotional wellbeing, and identify interventions as required

Once the above points have been determined the Guidance Officer will inform all stakeholders including current teachers, Principal, Deputy Principals, Heads of Year, Support Services Team and Office staff.

Step 3. Support

CHSHS acknowledges that each student experiences a unique transition process which requires varying levels of collaboration and support. CHSHS will work collaboratively with the student and/or parent/carers to negotiate a support plan (see Appendix A) which is specific to the student's needs. This plan is an ongoing collaborative process which is reviewed and adapted regularly to suit the needs of the student.

The Guidance Officer will discuss various support services and resources (e.g. Q life, health professionals, eMHealth Brochures, regular GP, QCH Gender Clinic, etc). If required the Guidance Officer will assist the student to access support services.

Students can continue to meet with the Guidance Officer and additional support provisions may be put into place especially during the implementation phase such as a 'Take-5 Card', Check-in/Check-out process etc.

The Guidance Officer may refer to the CHSHS Student Support Services team for ongoing support and information (e.g. HoY's, SBYHN or Chaplain).

All support provisions and contact to be entered onto OneSchool with the access level set to Guidance Officer, DP or Principal. Guidance Officers record contact and support in Specialist Records.

5. Definitions

- Transgender — an umbrella term used to describe anyone whose gender identity differs from their biological sex.

- 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 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 a woman or man).
- Gender identity — a word or series of words that a person of any sexuality may use to describe 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.

6. Links to relevant documents and resources

- Diversity in Queensland schools - Information for principals
<https://education.qld.gov.au/student/Documents/diversity-information-for-principals.pdf>
- Diversity in Queensland schools – Fact sheet for Students
<https://education.qld.gov.au/student/Documents/diversity-student-fact-sheet.pdf>
- Diversity in Queensland schools – Fact sheet for Parents
<https://education.qld.gov.au/student/Documents/diversity-parent-fact-sheet.pdf>
- Trans @ School: A guide for schools, educators, and families of trans and gender diverse children and young people (Queensland Human Rights Commission)
https://www.qhrc.qld.gov.au/_data/assets/pdf_file/0019/24535/QHRC_TransAtSchool_forschols.pdf
- Headspace: Understanding Gender Identity for Family and Friends
<https://headspace.org.au/friends-and-family/understanding-gender-identity-for-families/>
- Student Mental Health and Wellbeing procedure
<https://ppr.qed.qld.gov.au/attachment/supporting-students-mental-health-and-wellbeing-procedure.pdf>
- Bullying. No Way!
<https://bullyingnoway.gov.au/>
- True Relationships and Reproductive Health
<https://www.true.org.au/>
- Parents of Gender Diverse Children <https://www.pgdc.org.au/>

7. Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. 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 Identify and Intersex Status) Act (Cth) 2013