



Information on developing a Student Support Plan – Gender Affirmation

This document should be used in conjunction with the Student Support Plan – Gender Affirmation template, and is designed to guide you through the process of supporting a student who is affirming their gender at *Mildura Senior College and Mildura English Language Centre (College)*.

A student support plan should be developed in consultation with relevant support staff, the student and their parents/carers, where possible. The plan should be reviewed periodically to ensure that it continues to meet the needs of the student.

The Department’s Gender Diversity policy states that:

“Schools must take reasonable steps to eliminate unlawful discrimination on the basis of sexual orientation, gender identity or intersex status. The Department requires schools to support same sex attracted, gender diverse, transgender and intersex students by:

- Providing a positive, 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 homophobia and transphobia to prevent discrimination and bullying.
- Giving proper consideration to the impact of any requirement to participate in school activities according to gender identity or an assumption of heterosexuality (e.g. school formals, sports activities, camps).”

The Department’s Gender Diversity and Gender Identity policies can be found on the School Policy and Advisory Guide (SPAG): <https://www.education.vic.gov.au/school/principals/spag/pages/spag.aspx>.

Gender

Gender identity is broadly defined in the *Sex Discrimination Act 1984 (Cth)* (the Act) as “the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not), with or without regard to the person's designated sex at birth.”

Under this definition, the Act recognises that a person’s gender does not need to align with the person’s sex designated at birth. Gender identity refers to the way in which a person understands, identifies or expresses their masculine or feminine characteristics. Terms used to describe a person's gender identity include transgender (or trans), gender diverse, male and female.

Non-Binary Gender Identities

Some students may identify as non-binary - that is, as neither male nor female. There are many ways that young people will express their gender identity. In order to support a student you will need to understand their gender identity and how this will impact on their participation in all parts of school life. Participation in all aspects of school is key to maintaining active engagement in education

People with non-binary identities may use a variety of terms, labels and pronouns to describe their gender and so it is important to ask the student how they would like to be referred to.

Affirming Name

When a student is affirming their gender, they may choose a new name. You can record their new name in this section of the Student Support Plan – Gender Affirmation template. Refer to **Appendix 1**.

Reviewed date:	14.08.2019	Review #	1	Page #	1
----------------	------------	----------	---	--------	---



Consider whether sporting activities need to be divided by gender. For example, there may be opportunities to include more mixed teams/events in your sports/PE program. If activities are divided by gender, students should be able to participate in the gender they identify as or feel most comfortable in.

There is no obligation to exclude a student on the basis of 'strength, stamina or physique'. Schools should take a participatory approach in including all students.

The Victorian Equal Opportunity and Human Rights Commission publishes guidelines on transgender and gender diverse inclusion in sport:

<https://www.humanrightscommission.vic.gov.au/home/our-resources-and-publications/EOA-practice-guidelines/item/1560-guideline-trans-and-gender-diverse-inclusion-in-sport-complying-with-the-equal-opportunity-act-2010>

Camps, Events and Extra-curricular

Time should be made prior to the camp to discuss with the student, and their parents/carers where appropriate, any extra arrangements that need to be made. Some measures will be site and activity-dependent; different camps and venues have different set ups, so you should contact the camp facilitators or visit the site to find out what options are available. This will help prevent any potential problems arising when you arrive at camp. You may also need to have several meetings with the student and family to prepare for camp.

Toilet and changing facilities may need to be discussed. The student's preference of where they wish to sleep should inform this decision. If the dorm rooms are separated by gender, the student is permitted to be accommodated in the dorm room which aligns with their gender identity. You should consider, with the student and their family, if they have friends they wish to share a dorm with which may help maintain the student's privacy, comfort and safety at camp.

If the student participates in an after school program or other clubs/activities, you should discuss with the student whether any changes agreed to in this plan need to be communicated with the people who support or run these activities and consider whether any adjustments are necessary.

School Documentation and Records

Upon reasonable request of the student (where they are a mature minor) or a person with decision-making responsibility for a student (see the Department's policy 'Decision-making responsibilities for students'), you should change a student's name and gender on school documentation and records (including CASES21), to support students to affirm their gender. In these instances, all school records should be updated to reflect the student's name and affirmed gender notwithstanding that these may differ to the name and gender recorded on the student's birth certificate. Ensuring all documentation that a student may see reflects their affirmed name and gender will help the student feel well supported and prevent them becoming distressed.

You should record the change, including the date on which the student is affirming their gender, in the Student Support Plan, which should be developed in consultation with the student and (unless the student is a mature minor) their parent/carer. For situations that are complex or where you have concerns about changing records or documentation, you may contact the Department's Legal Division for advice on 03 9637 3146 or legal.services@edumail.vic.gov.au.

Consider other changes that may need to be made, for example, name labels on student lockers or classroom displays such as a birthday calendars. It is important to make these changes to avoid using the incorrect pronoun or name.

You will also need to consider what you are able to put in place to support the student if some systems do not allow the correct gender marker to be included. This is particularly important for students that identify as non-binary. Many systems only allow for binary gender markers (M or F) to be registered and this can result in the incorrect pronouns being used to address the student in the classroom or on school documents.

Reviewed date:	14.08.2019	Review #	1	Page #	4
----------------	------------	----------	---	--------	---



Note: The College, with the support of the Wellbeing Team, will manage each student individually with regards to their school documentation and records. A chronical will be raised on Compass, indicating the students preferred name and gender. Cases21 only allows for binary gender markers (M or F), so the preferred gender will be selected and the students name will be updated to their preferred name.

Communication to Staff

Not all staff may need to be informed about an individual student’s gender identity but it is helpful for all staff to engage with the opportunities to build their understanding to support transgender and gender diverse students more broadly. You may also need to spend some time working through responses to possible questions that may arise from staff, students and the broader school community. The Frequently Asked Questions document that accompanies this guide is a good place to start formulating your school’s responses to questions. Refer to **Appendix 2**.

Professional development sessions for school staff are one way to build understanding on how to increase inclusion of transgender and gender diverse students in the school context. The student and/or their parents/carers may elect for the student to be identified in this type of training or may wish for their privacy to be maintained.

Consult the student on which teachers they feel comfortable knowing about their gender identity. This may change over time and is important to regularly review.

Communication to Students

As well as assisting the student to think about which other students they would like to share their affirmed gender with and supporting them in doing this, schools might want to deliver student workshops which help build understanding of gender diversity. Student confidentiality must be given the highest priority as you decide how this communication will occur.

Classroom teachers are best placed to deliver these sessions, as they know their students best and are available to support students and answer questions on an ongoing basis.

Students involved in these sessions will vary based on the school context and the needs of the young person. For example, it might be decided in a small secondary school that all classes undertake a session, whereas in a large metropolitan secondary school, the session may only be appropriate for the student’s home group. The student may or may not choose to be identified in the session and may or may not choose to be present during the session.

School Community Response Considerations

Refer to information in ‘Privacy and Confidentiality’ and ‘Communication to Staff’ and the Frequently Asked Questions document which will help you in framing responses to your school community.

School Policy Considerations

Existing school policies may apply to some of the areas discussed above. Schools policies that may need updating to be more inclusive of transgender and gender diverse students include the uniform, anti-bullying, camps and student engagement policy.

You could also use this as an opportunity to develop your own school policy on supporting sexual and gender diversity so that all of your policy and procedures are in place for when you need to support a student in the future. The Department can provide advice to schools on this work.

Staff Training

Professional learning can help staff to understand more about gender affirmation, gender and sexuality and equip them to have these conversations with other students. Schools should also consider how they ensure that new staff are supported to have an understanding of how to support LGBTI students.

Student Safety and Support

There may be times that the student requires additional support. What form this takes will depend on the student and it may mean referring the student to external support agencies. Trusted adults within the school should be identified for the student to

Reviewed date:	14.08.2019	Review #	1	Page #	5
----------------	------------	----------	---	--------	---



speak to if they are feeling unsafe or if issues arise. It may mean creating, developing, or reiterating a set of actions already established if a student is feeling unsafe. It might also name supportive peers and should consider safety in all different settings within the school.

External Agencies

There are many local services and mental health providers that can provide support for transgender and gender diverse young people. Sometimes the student will be receiving support from an external agency and they may wish for this person to be involved in the planning for school. It is a good idea to become familiar with the support services available in your area. Refer to **Appendix 3** for a list of key external agencies that could be of assistance in offering support in this work.

Resources to support discussion about gender affirmation

All of Us

All of Us is a Health and Physical Education educational resource designed for years 7 and 8. It has eight lessons to assist in classroom discussions about gender diversity, sexual diversity and intersex topics. Each lesson uses a video where a young person talks about their personal experience, and this is accompanied by a lesson plan. The following two lessons may be useful to guide you in a classroom room discussion about gender diversity.

- Lesson Four –Nevo
- Lesson Seven – Standing Out as an Ally and Margot’s story

You can access the videos that support these lessons via the Commonwealth Government’s Student Wellbeing Hub: <https://studentwellbeinghub.edu.au/resources/>

Minus18 Videos

Trans 101: <https://www.youtube.com/watch?v=-3ZpTxigRw>

What are Pronouns? <https://www.youtube.com/watch?v=3xpvricekxU>

Books

The following websites contain lists of books that may be useful in facilitating a classroom conversation. You should use your professional judgement to determine if the content is appropriate and/or accessible for your students and your local school context.

Parents of Gender Diverse Children’s website: <https://www.pgdc.org.au/>.

Hares and Hyenas is a Melbourne based bookshop. Their website includes a ‘categories’ tab, which will help you to choose books that are age appropriate: <https://www.hares-hyenas.com.au/>.

The Royal Children’s Hospital Gender Service suggests books: <https://www.rch.org.au/adolescent-medicine/gender-service/>.

Review and Evaluation

The plan is a work in progress and should be reviewed periodically. The student, their parents/carers (if appropriate) and relevant teachers and support staff should all be included in the review process in some form.

A good time to review may be at the end of the school year in preparation for the following year when teachers and other arrangements change. You should revisit the plan regularly throughout the year, for example at the end of each term. You should agree on a formal process for checking in with the student and for reviewing the plan if the student, parent/carer or school wishes to do so.

In addition to the planned review time, you should check in with the student regularly to make sure things are going as intended. You should ask about things like bullying, incidents of the incorrect pronoun used, and whether there is anything extra that the

Reviewed date:	14.08.2019	Review #	1	Page #	6
----------------	------------	----------	---	--------	---




SUPPORTING TRANSGENDER & GENDER DIVERSE STUDENTS GUIDELINES

2.02

student needs or would like to be addressed. The young person's identity and needs might change over time, and the plan needs to reflect this.

Seeking feedback from the support staff team is also an important part of this review process. It will give staff an opportunity to let you know if they require more support or are wanting further training.

<i>Ratified by:</i>	<i>SOP</i>	<i>Ratified date:</i>	<i>14.08.2019</i>
<i>Document Owner:</i>	<i>Principal</i>	<i>Reviewed date:</i>	<i>14.08.2019</i>
<i>S:\Admin\Policy Docs\Policy Register\2.02 Supporting Transgender & Gender Diverse Students Guidelines</i>		<i>Review Cycle:</i>	<i>Annual</i>
<i>Principal Approval:</i>			

<i>Reviewed date:</i>	<i>14.08.2019</i>	<i>Review #</i>	<i>1</i>	<i>Page #</i>	<i>7</i>
-----------------------	-------------------	-----------------	----------	---------------	----------



SUPPORTING TRANSGENDER & GENDER DIVERSE STUDENTS GUIDELINES

2.02

APPENDIX 1

STUDENT SUPPORT PLAN – GENDER AFFIRMATION

This can be used in conjunction with the Information on Developing a Student Support Plan – Gender Affirmation

Affirming name:	Affirming pronouns:	Previous name:
Year Level:	Class Group:	Date:
Name of Parent/Carer:	Are Parent/s or carer/s aware and supportive?	Siblings at school: Are they aware? Are they supportive?
Contact information:		
Who is part of the school staff support team? Main contact person:		
Relevant SSS assessment (if any):		

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
Privacy and Confidentiality Who is aware the student is transitioning/gender questioning? Are these people at school or community members? Who needs to be informed? What needs to be shared? (or doesn't need to be shared) How will the student's privacy be maintained?		
Timeframe for gender affirmation When will this occur? Note: a student may not make all the changes at the same time, they may have a more staged approach. Confirm a date for the changes to be made at school.		
Toilets and changing rooms What toilets would the student prefer to use? What change rooms would the student prefer to use? If events outside of school are taking place (swimming, etc.) clarify these arrangements with the student.		

Reviewed date:	14.08.2019	Review #	1	Page #	8
-----------------------	------------	-----------------	---	---------------	---



SUPPORTING TRANSGENDER & GENDER DIVERSE STUDENTS GUIDELINES

<p>School uniform and policy</p> <p>What uniform items does the student feel comfortable to wear?</p> <p>Do new uniform items need to be considered?</p> <p>What arrangements are needed to confirm the appropriate uniform for the student?</p> <p>Look at uniform policy. Does it need to be gendered? Can it just be a list of uniform items for anyone to wear?</p> <p>Note: PE uniforms can be used as an interim, this should not be an ongoing solution.</p>		
<p>School sports and physical education</p> <p>What support does the student need in order to feel safe/comfortable playing sport and taking part in PE?</p>		
<p>School camps, events & Extra-curricular</p> <p>What accommodation would make the student feel comfortable?</p> <p>Are there people who need to be informed? (Keeping in mind the student's privacy)</p> <p>Are there any extra arrangements for activities, toileting, changes spaces, etc. that need to be considered for the student?</p>		
<p>School documents and records</p> <p>What school records would the student like changed? Name, gender identity and gender marker?</p> <p>Who will update the school records?</p> <p>Who will update CASES21, VCAA, reporting and other official school software packages?</p> <p>Note: Transgender name changes come under the sexual discrimination act and a formal name change on the birth certificate is not required.</p>		
<p>Staff</p> <p>Who on staff would the student like informed about their change? (Keeping in mind the student's privacy)</p> <p>To ensure proper pronoun use from staff, will all staff need to be informed?</p> <p>How would the student like this to happen?</p> <p>Do these teachers of the student need a professional learning session?</p> <p>How regularly will school staff undertake LGBTI professional development training?</p>		
<p>Other students</p> <p>Who else would the student like to inform?</p> <p>How would they like to do this?</p> <p>How would the student like this information shared?</p> <p>How will the students' friendship group be informed/supported?</p>		
<p>School Community response considerations</p> <p>Who will respond to any potential community</p>		



SUPPORTING TRANSGENDER & GENDER DIVERSE STUDENTS GUIDELINES

2.02

<p>concerns?</p> <p>What information will you provide to staff so that they are responding correctly? (see FAQs document)</p> <p>What does the student want people to know about them?</p> <p>(Note: You need to affirm facts but maintaining confidentiality is paramount.)</p>		
<p>School Policy Considerations</p> <p>Does the school need an explicit policy for inclusiveness of trans and gender diverse students?</p> <p>Do policies need to be updated for content or language?</p>		

Safety Plan	Management and Support Strategies	Responsible Person
<p>Student Support Group</p> <p>Does the student want a support group?</p> <p>Who would the student like to be in the support group?</p> <p>Who are members of the support group?</p> <p>How often will the support group to meet?</p>	<p>Membership includes:</p>	
<p>School Support</p> <p>Are there any other supports the student may need?</p> <p>Who would the student like to speak with at school about how they feel or any issues that arise?</p> <p>How do they access this person?</p> <p>Who is responsible for informing relief staff of the plan (if appropriate)?</p>		
<p>Parent/caregiver support</p> <p>What actions or changes would the student like to be taken at home?</p> <p>What/when should the parents/caregivers communicate with the school?</p> <p>What/when should the school communicate with the parents/caregivers?</p> <p>Are other agencies assisting the family?</p>		
<p>External Agencies</p> <p>Does the student have access to support from any outside agencies?</p> <p>If so, what are the names and contact details of the external agencies?</p> <p>What is the nature and length of their support?</p> <p>Does the student think it would be useful for the school to liaise with these agencies or have them involved in SSG meetings?</p>		
<p>Other considerations</p>		

<i>Reviewed date:</i>	14.08.2019	<i>Review #</i>	1	<i>Page #</i>	10
-----------------------	------------	-----------------	---	---------------	----



SUPPORTING TRANSGENDER & GENDER DIVERSE STUDENTS GUIDELINES

2.02

What has been working well for the student? What is the student finding hard? Is the student experiencing bullying? Has there been any discrimination towards the student?		
---	--	--

REVIEW

Plan Review Who will monitor this plan? When will the plan be reviewed? Include feedback from student, parents and teachers. Who has a copy of this plan?		
--	--	--

Signatures:		
Student		/ / 20
School representation (e.g. Principal, Assistant Principal, Wellbeing Leader)		/ / 20
Parent /Caregiver		/ / 20



APPENDIX 2

COMMUNICATING WITH YOUR SCHOOL COMMUNITY

FREQUENTLY ASKED QUESTIONS

The school leadership team should be prepared to respond to questions or concerns from parents, families, or members of the broader school community. If there is consent from the student and their parents, the response may be as simple as stating the basic facts of the situation or that you are abiding by Department policy. It is essential that staff members maintain confidentiality in relation to personal information about an individual student and their family at all times.

This document offers guidance on responding to questions that may be asked. You should amend the suggested responses based on your local school context and the circumstances of the matter.

What is this all about / what is happening with this student?

A student focused statement focusing on their wellbeing and inclusion underpinned by Department policy and school values will address this question and similar questions.

Suggested response

"This is about us as a school community supporting a student to be well, happy and safe at school. All staff are committed to ensuring every student at this school has positive wellbeing and is safe. The Department has clear policies that state that it is a requirement for schools to support students who wish to affirm their gender identity at school. Our school values diversity, and is committed to all students demonstrating respectful behaviour. We are confident that our whole school community will show respect, accept and celebrate this student for who they are."

What does the change actually mean? Will it mean surgery?

It is important to make clear this is not an appropriate question for the student or their family and that their privacy is maintained.

Suggested response

"This affirmation process at school is about the student's identity, including their name and pronouns, being respected. Any medical, physical or psychological support is a matter for the student and their family and their choices are private."

Won't doing this mean that this student is teased, harassed or bullied?

Reference to your school's anti-bullying policy, or any other relevant policy, ensures a deliberate culture around respect for difference is strengthened. If bullying does occur, a special approach is not required, your school's process for managing behaviour often remains appropriate.

Suggested response

"This school does not tolerate teasing, harassment or bullying for any reason, as stated in our anti-bullying policy. We understand that other students may be interested in what is happening and want to ask questions. Any questions or comments that are inappropriate will be dealt with by staff in the usual way. We want all children at our school to learn how to accept everyone for who they are and celebrate their differences."

Reviewed date:	14.08.2019	Review #	1	Page #	12
----------------	------------	----------	---	--------	----



What toilet will the student use?

Research suggests that many transgender and gender diverse students avoid using the toilets at school which can lead to serious physical health problems. Providing students access to the toilets that align with their gender identity is crucial to ensure their safety and comfort at school.

Suggested response

“The student will use a toilet that they feel most comfortable using and that aligns with their gender identity.”

What if other students feel uncomfortable in the toilet?

Schools have a duty of care to keep all students safe from harassment and intimidation. A student affirming their gender needs to access a toilet like any other student. Toilets will be made a safe environment for all students. Any individual student who feels uncomfortable sharing a bathroom with a transgender student may be provided with alternative options.

Suggested response

“We are doing everything we can to support the student and if others students feel discomfort; we will support them by providing an alternative toileting option.”

Isn't this a privacy issue – how will you manage instances where students are using changing rooms?

Some students feel uncomfortable and self-conscious about changing in front of their peers. Schools should provide private changing spaces or other arrangements for all students, where possible (e.g. allowing students to come to school in sports uniform on sports and PE days). If students are required to change in a shared space, clear expectations around privacy should be enforced. Transgender or gender diverse students may be particularly vigilant about maintaining their privacy. Schools should address privacy concerns in the development of a support plan for the student.

Suggested response

“Students will always be provided with an appropriate space where their privacy can be maintained. If any inappropriate behaviour were to occur from any student, it would be dealt with accordingly.”

Why is the school doing all this for just one or two students?

Focus on creating a safe and inclusive school culture, which celebrates diversity, for everyone. In turn, this culture results in improved educational outcomes for all students.

Suggested response

“Our school values and celebrates diversity and is committed to ensuring that all students are supported to have access to their education. It is a sad reality that transgender or gender diverse young people are more likely to be bullied at school than other students and this has a major impact on their educational outcomes. Our school aims to create a school environment of mutual respect and understanding, where all young people can be safe at school and so are better placed to learn and thrive.”

RESPONDING TO STUDENT QUESTIONS

Why is this happening?

“This student deeply feels that this is who they are. All of us know inside us who we are, and it is important that we can share who we are and how we feel with our friends and everyone in our lives. Telling people who you are can be a big deal so it is important we respect the student, their name and what pronouns they want us to use.”

Reviewed date:	14.08.2019	Review #	1	Page #	13
----------------	------------	----------	---	--------	----



Why are they using those toilets?

"This student needs privacy when going to the bathroom just like any other student. They are using a toilet that fits with their gender, like we all do. All toilets have cubicles so we can all have private space. If there are any issues or inappropriate behaviour from any students in the toilets you should tell us immediately."

What does their body look like?

"All bodies are different. Nobody's body is the same as yours. Our bodies belong to us and are a personal thing. It is important that we all respect each other's privacy about our bodies. It's not ok to ask ##### about their body."

Why are they dressing like that?

"This uniform or these clothes are what makes them feel most comfortable and safe at school and fits with who they are."

Why do they get to change their name?

"Changing their name is an important part of expressing who they are. We should feel proud of them for making a decision to be themselves at school. If there are other students who have important reasons to change their name, or want the school to use a preferred name, we can also make those changes."

If I see somebody teasing them, what should I do?

"Just like any other time you see another student teasing someone, if you feel safe enough, you should tell them to stop and help the person who is being teased to get away and go somewhere safe. You should also tell a teacher or staff member straight away. You can also offer support to the person being teased and see if they want any help."

TALKING TO YOUR CLASS/ STUDENTS ABOUT GENDER AFFIRMATION

Not every student will want to tell their peers about their gender affirmation. In the event that they do want to share with their peers, this advice is designed to help frame a classroom conversation and ensure that students are respectful of their gender diverse or transgender peer. Following discussion with the student, you should tailor this approach to suit the student, your school environment and the age of your students.

Things to consider before speaking with students

- Does the student want to be there for the conversation?
- Will they talk as well?
- Will they stay for the whole session?
- Will the conversation relate specifically to the student or will it be kept as a general conversation/lesson?
- Does it need to be a direct discussion regarding gender or can it be incorporated into other subjects discussed in class for example PE, Humanities?
- Use a rights perspective when discussing why respecting the identity of the student is so important. You may be able to link this back to your school values and expectations.
- Always focus on identity and expression, not body parts.
- Be prepared to have follow up conversations and sessions with your class. Make sure students know that they can approach you with questions after the discussion.
- Ensure that you check in with the student after the session and regularly from then on.

Begin the conversation

- Set the scene/create space for a confidential and sensitive conversation. Use a meeting space that is usual for your class.

Reviewed date:	14.08.2019	Review #	1	Page #	14
----------------	------------	----------	---	--------	----



- Let students know that you are about to discuss something important that requires careful listening and thoughtfulness. Remind students of expectations/norms about respect.
- Start the conversation with something similar to: "A friend of ours has chosen to share some important information with you all, that person is someone that most of you know as _____. _____ would like you to know that they identify as transgender."
- Ask students if they understand what this means - allow this to become a conversation, and not just you informing them.

Clarify students' understanding with the following explanations

- Transgender means that a person's gender identity differs from that which was assigned at birth. For example, a person who was assigned a female identity at birth may identify as male.
- In _____'s case, they have always identified as male but this didn't match the female gender they were assigned at birth. By sharing this information with you, we are affirming their gender identity as male.
- It is not just about how a person expresses their identity – i.e. how they look on the outside or present themselves to the world – but about how they feel inside.
- Allow think time and avoid rushing through this - students may need some moments to process.
- Invite clarifications, but make sure students understand that it may not be appropriate to answer all questions (see notes below about how to respond to inappropriate questions).

Discuss what it means for the student, our class and school

- The first priority is to celebrate and support _____. It takes a lot of courage to share something so personal and we would like you to take a moment to recognise how brave this is.
- _____ would like you to know that he identifies as a male/as a boy and from today on would like everyone to use the pronouns 'he/him'
- His chosen name is _____ and he would like you all to start using this. You will hear all his teachers use this name from now on.
- You don't need to do anything more than this and you can go about your interactions with him as per normal and maintain your usual level of friendship.
- _____ is exactly the same person you have always known - his personality, likes/dislikes/hobbies/sense of humour/skills haven't changed.
- The best thing you can do is be inclusive and friendly - that way _____ will know you are being supportive without you having to say/do anything more.
- You can refer to _____ as a boy/male, you do not need to refer to him as a transgender male/boy
- Maintain _____'s privacy - understand that he has willingly chosen to share this information with you, but it is not yours to share on. Use his name and his pronouns openly, but do not walk around sharing his confidential information. (But you should let students know that they can come and talk to you, or to their parents/carers if they have any questions)
- We will look out for _____ and make sure that people are being respectful and inclusive - tell an adult if you suspect that someone is being neither of those things.
- Allow time for thoughts and invite clarifications, but make sure students understand that it may not be appropriate to answer all questions (see notes below about how to respond to inappropriate questions)

Pre-empt questions from students

What do I do if I accidentally say 'she/her' or use _____ {their old name}?

- Don't panic - _____ understands it might take people a little while to get used to using a different name.
- Try and correct yourself on the spot, if able to do so without making a big fuss.
- Help each other use _____/he/him

Reviewed date:	14.08.2019	Review #	1	Page #	15
----------------	------------	----------	---	--------	----



- Avoid making a big deal if you hear someone else you know use _____ she/her

Am I allowed to ask _____ questions?

- If you think it's a question you would ask any other friend - then think carefully and go ahead if you're sure.
- If you think you wouldn't ask another friend the same question, then perhaps check with a teacher first.
- If you wouldn't be comfortable with someone asking you the same question - don't ask it.
- Always ask yourself: do I need to know?
- If in doubt, always check with your teacher or your parents first.

A student might ask if this means _____ is gay/or might be confused with the differences between gender and sexuality.

- You might need to clarify that gender identity and sexuality are two different things.
- Sexuality is about who you are attracted to.
- Gender identity is about how you identify- as a male or female or neither male nor female.
- However, we don't ask other students about their sexuality and therefore do not need to ask _____.

What to do if a student asks an inappropriate question?

- Remember it's natural for students to ask questions - if they ask something that we recognise as being inappropriate, avoid telling them off and instead explain why that question is not OK.
- Examples might be: what genitals do they have? What sexuality are they etc.
- Refer students back to: 'Do we usually check this information about each other?' No ... so we don't need to do so in this case either.
- A basic response to any inappropriate questions is to guide students to consider whether they would ask the same question of anyone else. If the answer is 'Maybe' or 'No', then it is perhaps best to stop and check the question with an adult.

Finish the session

- I'm really proud of the way you have listened/shared your understandings during this conversation etc.
- Set high expectations: e.g. we all know you will be supportive and confidential about this. We expect to see things continue as per usual, and we expect to hear stories of support and acceptance.
- When you go out at recess, this isn't a topic for conversation - remember this is not your story/information to share. You are a person who has been trusted to look after this information. Again, remind the students to come and speak to you if they have any questions.

Reviewed date:	14.08.2019	Review #	1	Page #	16
----------------	------------	----------	---	--------	----

APPENDIX 3

EXTERNAL AGENCIES

Your local council's youth services team are often a good first point of contact for students and families who are seeking more information or additional support. Other services and agencies that may be appropriate to provide further assistance include:

HEADSPACE

headspace is the national youth mental health foundation and supports young people who need someone to talk to or who are going through a tough time. headspace offers an online counselling service.

www.headspace.org.au

YOUTH BEYONDBLUE

beyondblue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live. Youth beyondblue provides information and resources as well as telephone and chat support.

Ph: 1300 22 4636 www.youthbeyondblue.com

MINUS18

Minus18 is Australia's national network for LGBTI youth. Their website provides information on youth events, workshops, campaigns and access to resources developed by and for young people. Minus18 also have a link to the *All of Us* LGBTI teaching and learning resource and accompanied videos. www.minus18.org.au

YGENDER

Ygender is a peer led social support and advocacy group for transgender and gender diverse young people. www.ygender.org.au

SWITCHBOARD

Switchboard Victoria provides peer based, volunteer run telephone and online chat support to LGBTI people of all ages. The phone line is available 7 days a week, from 3pm to midnight. Ph: 1800 184 52, www.switchboard.org.au

PARENTLINE VICTORIA

Parentline is a confidential and anonymous phone counselling service for parents and carers of children and teenagers in Victoria. Parentline offers counselling, information and support around a range of parenting issues. Counsellors are available 7 days a week, 8am to midnight. Ph: 13 22 89

PARENTS OF GENDER DIVERSE CHILDREN

Parents of Gender Diverse Children provides peer support to parents and carers of transgender and gender diverse children. They offer information, referrals, peer support and connections within this community. www.pgdc.org.au

TRANSCEND

Transcend provides peer support to parents and carers of transgender and gender diverse children. They offer community connection, information and advocacy.

www.transcendsupport.com.au

RAINBOW NETWORK

Rainbow Network provides a directory of all LGBTI support groups in Victoria.

Reviewed date:	14.08.2019	Review #	1	Page #	17
----------------	------------	----------	---	--------	----



SUPPORTING TRANSGENDER & GENDER DIVERSE STUDENTS GUIDELINES

2.02

www.rainbownetwork.com.au

ZOE BELLE GENDER COLLECTIVE

Zoe Belle Gender Collective is an online not-for-profit providing support, training and resources for the Victorian transgender and gender diverse community. www.zbgc.org.au

VICTORIA LEGAL AID

Victoria Legal Aid provides legal advice and assistance, including in relation to LGBTI discrimination. www.legalaid.vic.gov.au

EMERGENCY ASSISTANCE

If a student is in need of immediate assistance, please contact:

- Lifeline Australia Ph: 13 11 14
- Kids Helpline ph: 1800 55 1800
- For emergency medical assistance, please call 000

<i>Reviewed date:</i>	14.08.2019	<i>Review #</i>	1	<i>Page #</i>	18
-----------------------	------------	-----------------	---	---------------	----