

Objectives

Casey Grammar School recognises the importance of promoting understanding and acceptance of diversity, including disability, to create and maintain a child safe environment.

This Policy and its Procedures set out how the School promotes the safety of LGBTQIA+ students as required by the Victorian Child Safe Standards and Ministerial Order 1359, and how it meets the CSV Ltd and Casey Grammar School Child Safeguarding Standards Framework that relate to partnering with families, carers and communities and promoting equity and respecting diversity.

The School's Child Safe Policy has been approved and endorsed by the School's Board and is regularly reviewed by the Board.

Statement of Commitment to Child Safety

Casey Grammar School is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe to actively participate in decisions that affect their lives.

At Casey Grammar School, we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm. The School regards its child safety responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child safety laws and regulations and maintain a child safe culture.

LGBTQIA+ Inclusion Policy Principles

CSV Ltd and Casey Grammar School are committed to ensuring the safety, wellbeing, and participation of all children and young people under our care. We have zero tolerance for child abuse.

Casey Grammar School and the CSV Ltd Board have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected and their voices heard, and where they are safe and feel safe.

Ministerial Order 1359, and the CSV Ltd and Casey Grammar School Child Safeguarding Standards Framework set out the principles that guide CSV Ltd and Casey Grammar School in the development and regular review of the LGBTQIA+ Inclusion Policy and Procedures (Child Safeguarding).

Scope

This Policy and its Procedures apply to all Staff, Volunteers and Contractors (together referred to as "Staff" or "staff members" for the purposes of this Policy and its Procedures).

They apply in all School environments, including physical, virtual and online environments, and on-site and off-site School grounds (e.g. extra-curricular activities such as sport and other programs, camps and excursions, interstate and overseas).

Definitions

Definitions of particular terms used in this Policy and its Procedures can be found in Child Safeguarding Program Definitions. Of particular importance to this Policy and Procedures are the following additional key definitions:

LGBTQIA+

Lesbian, gay, bisexual, transgender, intersex, queer and asexual as well as minority gender identities and sexualities not otherwise mentioned.

Gender diverse

“Gender diverse” is a broad term that can apply to many people who don’t conform to, or identify with, traditional sex and gender norms. This term includes children and young people who may identify as transgender, genderqueer, gender questioning or who feel that their gender identity does not align with the sex assigned to them at birth and/or society’s expectations. The person may identify as neither male nor female.

Intersex

Under Section 4 of the Sex Discrimination Act 1984 (Cth) “intersex” means the status of having physical, hormonal or genetic features that are:

- Neither wholly female nor wholly male; or
- A combination of female and male; or
- Neither female nor male.

Although intersex people are often confused with transgender and gender diverse people, being intersex is not about gender identity and most intersex people identify as women or men. Research indicates that around 1.7 per cent of people are intersex.

Queer

“Queer” is an umbrella term for sexuality and gender diverse people. It is also regarded as a proclamation of fearless difference, a self-identifying commitment to counterculture.

Transgender

A “transgender” person is someone whose gender identity does not match the gender that they were assigned at birth (e.g. a baby is assigned male at birth but grows up to identify as a woman). Research indicates that around 5 per cent of people are transgender.

Transition

The process by which a transgender or gender diverse person affirms their gender, whether through a name change, clothing, changing legal documents or medical steps. Transition is a process that is different for everyone and it may or may not involve social, legal or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

Casey Grammar School's Policy

Casey Grammar School recognises the fundamental right of every child and young person to feel safe at the School and that a supportive and inclusive School environment is essential for providing quality learning opportunities for LGBTQIA+ students.

The School:

- fosters an educational environment that is safe, welcoming and free from stigma, harassment and discrimination for all students including LGBTQIA+ students
- ensures that all students have the opportunity to express themselves and live authentically
- develops and implements whole school initiatives within the School with a focus on helping LGBTQIA+ students feel safe and included
- implements bullying prevention strategies within the School on a continuous basis with a focus on teaching age appropriate skills and strategies to empower Staff, students and parents/carers to recognise bullying and respond appropriately
- reviews our support and inclusion initiatives for LGBTQIA+ students against best practice on an annual basis.

Casey Grammar School is committed to fostering a culture of openness and celebration of diversity. This includes modelling exemplary behaviour, communicating the School's commitment to a safe learning environment and using LGBTQIA+ inclusive language.

Procedures

The strategies and initiatives that Casey Grammar School implements to ensure and promote the safety of LGBTQIA+ students include:

- Raising awareness through Respectful Relationships program
- Through assemblies in Senior School
- Review and change uniform to be more gender inclusive with no reference to gender
- Provision of unisex toilets where possible and where new buildings are being built, including unisex toilets where possible.
- Promote inclusion as a value of the school
- promoting inclusivity by using LGBTQIA+ language
 - Using LGBTQIA+-inclusive language means avoiding making assumptions about people's roles, bodies, genders and relationships. For example, instead of asking students to bring their "mothers and fathers" to a School function, ask them to bring their parents/carers. Or when talking about the diversity of the School community, mention the diversity of genders and sexualities within the community as well as other factors such as race and ability.
 - Using LGBTQIA+-inclusive language signals to LGBTQIA+ students that they are part of the School community and that they can feel safe to talk about who they are.

- being visibly inclusive (e.g. Rainbow Flag)
- The School supports and provided a positive and inclusive environment for LGBTQIA+ students including regular discussions about LGBTQIA+ issues and communities as part of the student wellbeing briefings and staff meetings.
- The School provides, as part of their Staff induction processes, all new Staff with training on this Policy, our Transgender Students Policy and our Bullying Prevention and Intervention Policy.
- The School provides ongoing and refresher training for all Staff to increase their understanding of the issues facing LGBTQIA+ students and strategies for addressing discrimination, harassment and bullying. One objective of our training is to enable Staff to whom students may disclose their sexual orientation or gender identity to respond in a positive, non-judgmental and constructive manner.
- appointing student wellbeing staff who understand LGBTQIA+ students
- The School ensures that nurses, psychologists and counsellors at the School have an in-depth understanding of issues related to same-sex attraction, gender diversity and intersex status, as well as strategies for supporting LGBTQIA+ students.
- providing a diverse and inclusive curriculum in Respectful Relationships
- The School provides opportunities for teaching and learning about LGBTQIA+ issues across the School curriculum.
- providing diverse sexuality education through Respectful Relationship program
- The School ensures that the material that is incorporated into the teaching of sexual health within the Personal Development/Health/Physical Education curriculum is inclusive of same-sex attraction, intersex difference and gender diversity.
- developing and implementing transgender management plans
- The School develops confidential support plans for transgender and intersex students which involve the student and their parents/families. For more information, refer to our Transgender Students Policy.
- developing partnerships with LGBTQIA+ community organisations
- The School is connected to local healthcare and service providers that offer support to LGBTQIA+ people, and knows where and when to refer students for more information or support.
- supporting student action
- The School supports and plans days of action, like International Day Against Homophobia, Biphobia and Transphobia (IDAHOBT) or Wear It Purple Day.
- providing LGBTQIA+ inclusive functions

- When hosting formals and other School functions the School ensures that gender-inclusive language is used on all event communications and that students understand that they are permitted to attend events with a same-sex date and to wear clothing of their choice.
- providing members of the School community with information on LGBTQIA+ communities
- The School ensures that supportive, accurate and age-appropriate information is available to students who may be working through issues relating to their sexuality and/or gender. This may include:
 - distributing information booklets
 - ensuring that there are books and resources available to students in the library and other communal areas.
 - recording incidents involving LGBTQIA+ students.
 - The School has a register of homophobic and transphobic incidents and records what the School did in response.

Implementation

This Policy and its Procedures are made available to all Staff, Volunteers, and Contractors, via the School's intranet. They are included in induction training and in ongoing refresher training for Staff and relevant Volunteers and Contractors. For more information, refer to **Child Safeguarding Training and Supervision Policy and Procedures**.

They are made available to parents/carers, students and the wider School community in summary in our **Child Safeguarding (Safety and Protection) Policy and Procedures** as well as **School newsletter upon request**

It is also available in hard copy by request.

Breach of LGBTQIA+ Inclusion Policy and Procedures

Casey Grammar School enforces this Policy and its Procedures. In the event of any non-compliance, we will instigate a review that may result in a range of measures including (depending on the severity of the breach):

- remedial education
- counselling
- increased supervision
- the restriction of duties
- appointment to an alternate role
- suspension
- in the case of serious breaches, termination of employment, contract or engagement.

For more information, refer to Compliance and Breach (Child Safeguarding) Policy and Procedures.

Policy Review

A review of the LGBTQIA+ Inclusion Policy and Procedures (Child Safeguarding) is conducted every **2 years** or earlier if required, such as due to changes in legislation.

The Casey Grammar School Principal is responsible for ensuring that this Policy is reviewed and updated as needed and for approving this Policy.

Source of Obligation

Casey Grammar School's LGBTQIA+ Inclusion Policy and Procedures (Child Safeguarding) implements:

- Victorian Child Safe Standards, Standard 5
- Ministerial Order 1359, Clause 9

CSV Ltd and Casey Grammar School Policy and Procedure Linkages

The LGBTQIA+ Inclusion Policy and Procedures (Child Safeguarding) is to be read and understood in conjunction with:

- Child Safeguarding (Safety and Protection) Policy and Procedures
- Student Participation and Empowerment Policy and Procedures
- Regular Reviews and Continuous Improvement Policy and Procedures
- Student Duty of Care Program
- Bullying Prevention and Intervention Policy
- Assault (Student against Student) Policy
- Cyber Safety Policy
- Counselling Services (Student)
- Privacy Program

Policy Administration

Status	Subject to final Board Approval
Person Responsible	The Principal
Approver(s)	The CSV Board is responsible for ensuring that the policy and its procedures are reviewed and updated as needed, and for approving this policy
Approval Date	TBC
Version Number	1.0
Version History	Created 2022
Review Frequency	A review of this policy and its procedures is conducted at least every 2 years or earlier if required, such as due to changes in legislation
Next Review Date	January 2023

LGBTIQ+ Policy and Procedures

Risk Rating	High
Location	CompliSpace

