

LGBTIQA+ Policy and Procedures

Rationale

Clyde Grammar has a definitive ethos, which is to deliver exceptional, high quality, affordable education, embedded with Christian faith and values.

At Clyde Grammar, our passionate, dedicated staff acknowledge the importance of providing a safe stimulating environment where children are excited to come to school every day and eager to learn in a safe and nurturing environment.

Our key objective is to provide rich, engaging learning experiences in accordance with the Victorian Curriculum, that cater for the person needs and growth of each individual child.

CSV and **Clyde Grammar** are committed to ensuring the safety, wellbeing, and participation of all children and young people under our care.

The School's LGBTIQA+ Inclusion Policy and Procedures have been approved and endorsed by the School's Board and are regularly reviewed by the Board.

Aim

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

Clyde Grammar has developed a suite of policies including our Working with Child Checks Policy that provides key elements of our approach to protecting children from abuse. It forms the foundation of the School's procedures, practices, decision-making processes and ultimately the School's culture with respect to child safety.

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

Statement of Commitment to Child Safety and Child Safety Principles

All personnel of Clyde Grammar are responsible for supporting the safety of children by adherence to all child safe standards and obligations outlined by the Department of Education and Training (PROTECT), to ensure behaviour towards children is safe and appropriate.

Clyde Grammar should be a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. The school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need. The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, per the School Curriculum.

By embedding a child safe culture, Clyde Grammar ensures that risks to Child Safety are identified early, and steps are taken to address and reduce such risks, both in the physical environment and online environments. Regular, ongoing training and education are important to ensure that everyone at Clyde Grammar understands stated policies and procedures, how to identify child abuse, and the steps to be taken where a child's safety is at risk.

LGBTIQA+ Inclusion and Policy Principles

CSV Ltd and Clyde Grammar 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.

Clyde Grammar 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 Clyde Grammar Child Safeguarding Standards Framework set out the principles that guide CSV Ltd and Clyde Grammar in the development and regular review of the LGBTIQA+ 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 its Procedures are the following additional key definitions:

LGBTIQA+:	Lesbian, gay, bisexual, transgender, intersex, queer, and asexual as well as minority gender identities and sexualities not otherwise mentions.
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: <ul style="list-style-type: none"> • 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 as 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.

Roles and Responsibilities

In addition to relevant roles and responsibilities as set out in Child Safeguarding Responsibilities, the following people have particular responsibilities under this Policy and its Procedures.

Role	Responsibilities
Principal	* The Principal* is responsible for implementing this Policy and its Procedures and for managing the involvement of LGBTQIA+ students in School decisions and reviews.

Clyde Grammar Policy

Clyde Grammar 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 LGBTIQ+ students against best practice on an annual basis.

Clyde Grammar 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 LGBTIQ+ inclusive language.

Procedures

The strategies and initiatives that Clyde Grammar implements to ensure and promote the safety of LGBTIQ+ students include:

- Promoting inclusivity by using LGBTIQ+ language
- Using LGBTIQ+-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 LGBTIQ+-inclusive language signals to LGBTIQ+ students that they are part of the School community and that they can feel safe to talk about who they are.
- being visibly inclusive
- including training about LGBTIQ+ issues and communities as part of the induction process for new Staff and in ongoing and refresher training.
- 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, Harassment and Discrimination Policy.
- The School provides ongoing and refresher training for all Staff to increase their understanding of the issues facing LGBTIQ+ 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 LGBTIQ+ students
- providing an inclusive curriculum
- The School provides opportunities for teaching and learning about LGBTIQ+ issues across the School curriculum.
- providing diverse age appropriate sexuality education

- implementing transgender management plans when required
- confidential support/transition plans for transgender and intersex students which involve the student and their parents/families
- developing partnerships with LGBTQIA+ community organisations
- welcoming LGBTQIA+ Staff and parents/carers
- The School accepts and welcomes parents/carers and colleagues who may be LGBTQIA+ and encourages them to be part of School activities.
- supporting student action
- 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.

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**.

It is also available in hard copy by request.

Breach of LGBTQ+ Inclusion Policy and Procedures (Child Safeguarding)

Clyde Grammar 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

Regular 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 Clyde Grammar Principal is responsible for ensuring that this Policy is reviewed and updated as needed and for approving this Policy.

Related Legislation:

Ministerial Order No. 870 Child Safe Standards
Children, Youth & Families Act 2005
Child Wellbeing and Safety Act 2005
Education and Training Reform Act 2006
Working with Children Act 2005
Crimes Act 1958 (Vic)
Family Violence Protection Act 2008

Related Clyde Grammar Policies:

Duty of Care
Mandatory Reporting
Student Welfare
Negligence
On-Site Supervision

Resources

- [Department of Justice and Community Safety 'grooming' offence fact sheet](#)
- [Department of Justice Community Safety 'Failure to protect' fact sheet](#)
- [Department of Justice and Community Safety 'Failure to disclose' fact sheet](#)
- [Four Critical Actions for Schools](#)
- [Reporting to the Commission for Children and Young People](#)

Policy Administration

Status	Approved by the Board on 8 February, 2023
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	8 February, 2023
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
Risk Rating	High
Location	CompliSpace