

STUDENT SUPPORT PLAN – GENDER AFFIRMATION

Acknowledgement: This plan has been adapted and developed over a number of years by a range of people in the LGBTI youth sector in Victoria.

This will help to guide a conversation to support a student with affirming their gender at school.

Two things to keep in mind:

1. make sure you keep the school accountable about things on this template that haven't yet been implemented, and
2. keep in mind that the timeframes you have set may need to change to meet your child's needs.

Affirming name:		Affirming pronouns:	Previous name:
Year Level:	Class Group:	Date:	Are Parent(s) or carer(s) aware and supportive?
Name of Parent/Carer: Contact Information:		Siblings at school: Are they aware? Are they supportive? Will they need extra support?	
<p>Who is part of the school staff support team/group? This should be made up of a team of staff that the student feels comfortable in talking to.</p> <p>How often will the support group meet? (this may change over time)</p> <p>Who is the main contact person? Who would the student like to speak with at school if issues arise?</p> <p>How do they access this person?</p> <p>Time frame</p>			

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
<p>School documents and records</p> <p>What school records would the student like changed? Name, gender identity and gender marker?</p> <p>Think about the documents where the student's name and/or gender appears (eg class lists, academic records)</p> <p>Who will update the school records?</p> <p>Who will check and update other official school software packages?</p>		
<p>Privacy and Confidentiality</p> <p>Who is aware the student is affirming their gender?</p> <p>Are these people at school or community members?</p> <p>Who needs to be informed?</p> <p>What needs to be shared? (or doesn't need to be shared)</p> <p>How will the student's privacy be maintained</p>		
<p>Timeframe for gender affirmation</p> <p>When will this occur?</p> <p><i>Note: a student may not make all the changes at the same time, they may have a more staged approach.</i></p> <p>Confirm a date for the changes to be made at school.</p>		

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
<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 support any uniform changes for the student?</p> <p>Look at uniform policy. Is it gendered? Can it just be a list of uniform items for anyone to wear?</p> <p><i>Note:</i> PE uniforms can be used as an interim, this should not be an ongoing solution.</p>		
<p>Toilets and changing rooms</p> <p>What toilets would the student prefer to use?</p> <p>What change rooms would the student prefer to use?</p> <p>If events outside of school are taking place (swimming, etc.) clarify these arrangements with the student.</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>		

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
<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>Other spaces</p> <p>Are there other places and spaces at school where you don't feel safe?</p> <p>Are there times at school when you don't feel safe?</p> <p>Are you experiencing any cyber bullying?</p> <p>Discuss options to respond to this.</p> <p>Revisit this question.</p>		

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
<p>Communication to Staff</p> <p>Who else on staff would the student like to be informed? (Keeping in mind the student’s privacy)</p> <p>Will all staff need to be informed?</p> <p>How would the student like this to happen?</p> <p>Who is responsible for informing relief staff of the plan (if appropriate/necessary)?</p>		
<p>Communication to 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 concerns?</p> <p>What information will you provide to staff so that they are responding correctly?</p> <p><i>Key question:</i> What does the student want people to know about them? (<i>Note:</i> You need to affirm facts but maintaining confidentiality is paramount.)</p>		

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
<p>Bullying and discrimination</p> <p>Is the student experiencing bullying?</p> <p>Has there been any discrimination towards the student?</p> <p>Has it been dealt with?</p> <p>Is there anything else you would like the school to do?</p>		
<p>Siblings</p> <p>Is there additional support required for siblings or other family members who attend the school?</p>		
<p>External Agencies</p> <p>Does the student have access to support from any outside agencies?</p> <p>Does the student think it would be useful for the school to liaise with these agencies or have them involved in any support meetings?</p> <p><i>If relevant:</i> What are the names and contact details of the external agencies?</p> <p>What is the nature and length of their support?</p>		

Support Categories	Management and Support Strategies	Responsible Person (if applicable)
<p>Other considerations</p> <p>What has been working well for the student?</p> <p>What is the student finding hard?</p> <p>Are there any questions or concerns you want to raise now?</p> <p>Are there any other supports the student may need?</p>		

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

Date:

School representative (e.g Principal, Assistant Principal, Wellbeing Leader)

Date:

Parent/Carer

Date: