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# Supporting Sexuality, Sex and Gender Diversity in Schools Procedure

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# 1 Purpose

The Supporting Sexuality, Sex, and Gender Diversity in Schools Procedure (the Procedure) applies to all Department for Education, Children and Young People (DECYP) schools. It enacts the [Supporting Sexuality, Sex and Gender Diversity in Schools Policy](#), and complies with legislative requirements under the Tasmanian *Anti-Discrimination Act 1998* (the Act).

The Act states it is unlawful to treat a person less favourably, or to disadvantage them, because of their gender, gender identity and/or sexual orientation. It promotes fairness and equal opportunity for all Tasmanians.

This Procedure details processes and strategies for schools to provide a safe and inclusive learning environment that supports Lesbian, Gay, Bisexual, Transgender and Gender Non-Binary and Gender Diverse, Intersex, Queer and Questioning, and Asexual (LGBTIQA+) students while they are at school. The Procedure is an important part of our everyday work and is essential to making sure all students are known, safe, well and learning.

## 2 Overview

The [DECYP Strategic Plan 2024-2030](#) outlines our commitment to ensuring every child and young person is known, heard and included; safe in all environments; well and thriving; and learning more every day.

The Tasmanian *Child and Youth Wellbeing Framework* recognises that children with a strong sense of wellbeing will learn better and be healthier, happier and more confident. Schools play a vital role in providing safe and inclusive places for all students to learn, regardless of their sexual orientation, gender, sex characteristics, cultural background, disability, or other circumstances. Inclusive practices focus on the dignity of all children and young people; respect for differences; and rejection of all forms of bullying, stigmatisation, and discrimination.

DECYP schools are committed to an inclusive community where all students, staff, volunteers and families are treated with dignity and respect. Schools which are inclusive for LGBTIQA+ students and families reconsider the use of traditional gender binary<sup>1</sup> language and behaviours; ensure equity in access to facilities; and allow LGBTIQA+ students to lead the conversation about how they would like to be seen and included in the school community.

This Procedure aims to normalise inclusion across the whole school and details actions for school staff to create a safe and inclusive education environment for all students.

## 3 Roles and Responsibilities

### 3.1 Secretary, DECYP (or delegate including Associate Secretary) must:

- provide strategic direction and oversight for ensuring safe and inclusive learning environments for all LGBTIQA+ children and young people.

### 3.2 Principals must:

- understand the requirements of this Procedure and their obligations including in relation to:
  - [Supporting Sexuality, Sex and Gender Diversity in Schools Policy](#)
  - [Student Behaviour Management Policy](#)

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<sup>1</sup> Gender Binary refers to the concept that there are only two distinct, opposite genders.

- [Working with External Support Providers in Schools Procedure](#)
  - [Duty of Care for Students on Departmental Educational Sites Procedure](#)
  - [School Student Dress Code and Uniform Policy](#)
  - [Inclusive Language Guidelines](#).
- foster a culture of inclusivity within the school community, including through the School Association<sup>2</sup>
  - protect LGBTIQA+ student's confidentiality
  - support staff to undertake the necessary professional learning or training to support LGBTIQA+ students
  - support students and staff who would like to establish and run LGBTIQA+ Pride Groups and provide a safe space for the groups to meet
  - respond to homophobic, transphobic or intersexism bullying and incidents of harassment and discrimination against LGBTIQA+ students in line with the *Student Behaviour Management Policy* and legislation
  - ensure External Service Providers including contractors, visitors including guest speakers, and volunteers follow the schools' [Respectful School Visitor and Volunteer Behaviour Policy](#) and [Procedure](#).

### 3.3 School Social Workers and Psychologists Support Staff must:

- understand the requirements of this Procedure and their obligations
- provide professional support to LGBTIQA+ students as needed
- engage in professional learning and/or access external support when required
- in conjunction with other school staff, support family engagement where a student needs an advocate in discussions around their experiences as an LGBTIQA+ child or young person
- use a student's preferred name and pronouns
- respond to homophobic, transphobic or intersexism bullying and incidents of harassment and discrimination against LGBTIQA+ students in line with the *Student Behaviour Management Policy* and legislation.

### 3.4 School Health Nurses must:

- understand the requirements of this Procedure and their obligations
- provide support for LGBTIQA+ students as needed
- foster a safe and inclusive environment for all students, families and staff
- engage in professional learning and/or access external support when required
- use a student's preferred name and pronouns
- in conjunction with other school staff, support family engagement where a student needs an advocate in discussions around their experiences as an LGBTIQA+ child or young person

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<sup>2</sup> A School Association includes teachers, families and often members of the broader school community of a school. The School Association Committee is the representative body of this broader group and is to contribute to school policies, the improvement plan, and the objectives, priorities and strategic direction of the school.

- respond to homophobic, transphobic or intersexism bullying and incidents of harassment and discrimination against LGBTIQA+ students in line with the *Student Behaviour Management Policy* and legislation.

### 3.5 Teachers must:

- understand the requirements of the Procedure and their obligations
- respond to homophobic, transphobic or intersexism bullying and incidents of harassment and discrimination against LGBTIQA+ students in line with the *Student Behaviour Management Policy* and legislation
- seek support from school leadership or professional support staff, as required, to comply with their obligations under the Procedure
- use a student's preferred name and pronouns.

### 3.6 Non-teaching staff must:

For the purpose of the Procedure, non-teaching staff includes, but is not limited to, school administration staff, teacher assistants, Education Facility Attendants, Speech and Language Pathologists and Aboriginal Education Officers.

Non-teaching staff must:

- understand the requirements of the Procedure and their obligations
- report incidents of bullying, harassment and discrimination against LGBTIQA+ students in line with the [Student Behaviour Management Policy](#)
- seek support from school leadership or professional support staff, as required, to comply with their obligations under the Procedure
- use a student's preferred name and pronouns
- foster a safe and inclusive environment for all students, families and staff.

## 4 Process

An inclusive school environment acknowledges and embraces diversity. The actions and practices outlined in this procedure include normalising inclusive behaviour and language; incorporating LGBTIQA+ people, their history and stories in teaching and learning; and, respecting, welcoming and celebrating all students, families and staff.

### 4.1 Inclusive School Environment and Visibility

Through visibly promoting inclusion and working with the whole community, the school demonstrates it is a safe and welcoming learning environment for everyone. This is not just about visibility; it is about fostering a school culture that supports inclusion.

All schools must provide LGBTIQA+ students, staff and families with the same respect and recognition as other students, staff and families. All families and relationships have the same legal rights and responsibilities.

Schools are encouraged to communicate the Department's commitment to their community.

*"The Department for Education, Children and Young People (DECYP) is committed to an inclusive community where all staff, students, volunteers and families are treated with dignity*

*and respect. This includes providing an educational environment that fosters inclusion, respect and dignity for all LGBTIQA+ Tasmanians.*

*Under the Tasmanian Anti-Discrimination Act 1988 (the Act) it is unlawful to treat a person less favourably, or to disadvantage them, because of their gender, gender identity and/or sexual orientation. DECYP is required to comply with the Act and is committed to promoting its principles of fairness and equal opportunity for all Tasmanians.”*

Schools are encouraged to produce their own commitment statement, policies and action plans to demonstrate their expectations for a safe and inclusive learning environment, for example:

*“[School name] is committed to creating a safe and inclusive environment for all its students, including LGBTIQA+ students”*

The statement should be developed as a collaboration between the school’s LGBTIQA+ Pride Group (and/or other student led diversity groups), the School Association Committee, rainbow families and staff.

Schools are encouraged and supported to display inclusive signs and information, including welcoming LGBTIQA+ people, showing diverse family structures or people of different gender expressions, and encouraging respect for all people.

#### 4.1.1 Other ways to promote inclusion

- Staff can demonstrate inclusivity by:
  - using inclusive language when addressing a class or group. Try using ‘welcome everyone’ or ‘attention, students’ (rather than ‘boys and girls’).
  - sharing their own pronouns (including pronouns in their email signature)
  - using pride symbols on their lanyards, office doors and in classrooms.
- Schools can acknowledge and celebrate important LGBTIQA+ events (such as IDAHOBIT Day, Pride Festivals, The Darling Awards, and ‘Wear It Purple’ Day for LGBTIQA+ youth).
- School leadership can work with the School Association to update policies such as the *School Student Dress Code and Uniform Policy*; consider removing the labels of ‘girls or boys’ against clothing and other items in the uniform list; and acknowledging students can choose to wear uniform items that align with their gender identity.

Further information:

- [Student Support Team](#) (school health nurses, professional support staff) play a key role in supporting LGBTIQA+ students in schools.
- [Working It Out \(WIO\)](#) are a Tasmanian community organisation providing gender, sexuality and intersex status support, education and advocacy services. DECYP provides funding to WIO to support Tasmanian government schools to provide inclusive environments for LGBTIQA+ students.

## 4.2 Inclusive Administrative Tasks and Systems

Schools risk discriminating against or traumatising gender diverse, transgender or intersex students where school information systems do not compassionately manage name, gender and sex changes.

LGBTIQA+ students often take a staged approach to exploring and affirming their gender identity; therefore, it is important to remember that staff and other students do not need to be informed automatically about an individual student’s gender identity. LGBTIQA+ students are entitled to the same confidentiality and privacy as any other student. A child or young person’s sexuality, intersex

status or gender identity must not be disclosed to anyone without the young person's consent, in accordance with privacy obligations.

At times this can be a complex space, particularly if one or more parent/carer/guardian is not supportive. Due consideration must be given to the young person's safety and agency. When in doubt seek specialist advice from Working It Out (WIO).

### 4.2.1 Name Changes

In circumstances where a student wishes to be known by a name which is different to their enrolment ('legal name'):

- Their legal name can be changed with legal documents (e.g., birth certificate or consent of legal guardian/s) as evidence (refer to the appropriate [Student Details Forms](#)).
- If the student does not have legal evidence, use 'Preferred Name' in EduPoint (noting this is not a legal name change and cannot be used on official documents including school reports).

### 4.2.2 Gender Changes

In circumstances where a student requests to change their gender marker in school systems:

- Their gender marker can be changed with legal documents (e.g., birth certificate) as evidence (refer to the appropriate [Student Details Forms](#)).
- If the student does not have legal evidence, notes can be made in welfare or other comments fields in EduPoint, or the Student Support System (SSS).
- If a student wishes to be recorded in EduPoint without specifying gender and has provided as evidence of identity a birth certificate which does not specify the student's gender, the gender is to be recorded as 'Prefer not to answer'.

Pronouns do not have a dedicated field in EduPoint however they can be recorded in the welfare fields or other comments fields in EduPoint, or SSS.

When preparing class lists (e.g. for relief teachers) use the 'preferred name' field and consider if the gender field is relevant.

In situations where one or both parent(s) are not supportive, school staff must take into consideration any potential for discrimination or trauma through using 'preferred name' on non-legal documents that may be seen by the family, such as school photos, or nametags for school events with families and community. When in doubt seek specialist advice from [Working It Out \(WIO\)](#).

Further Information:

- The [Student Enrolment Forms page](#) includes Student Details forms when students want to change their name or gender details. The Student Enrolment Forms page also has quick reference guides and [FAQ Gender Declarations Upon Enrolment](#).
- Refer to [Duty of Care for Students on Departmental Educational Sites Procedure](#) and the [Inclusive Language Guidelines](#).
- Refer to the [School Documents Requiring Legal Name Info Sheet](#).

## 4.3 Teaching and Learning

The classroom and curriculum content play an important role in normalising inclusive and affirming behaviour. Curriculum content which increases knowledge of the LGBTIQ+ community and

histories, and developing an understanding of what is discriminatory and what is inclusive, may help build a positive, inclusive future for all.

The DECYP Teaching and Learning Centre provides [Curriculum Maps](#) with links to possible LGBTIQ+ learning opportunities, aligned to the Australian Curriculum, Health and Physical Education. In addition, there are possible opportunities to explore Australian Curriculum content relating to LGBTIQ+ movements through the learning area of history.

Teachers are to:

- identify opportunities to include members of the LGBTIQ+ community, its histories, role models and important events in standard lessons and activities
- use age-appropriate content that embeds an awareness for sexuality, diverse bodies and gender diversity and promotes inclusion; tailoring lessons for early years, primary and secondary aged students. This includes health education, growing-up programs and relationships education, science and humanities and social sciences (HASS)
- ensure all areas of their curriculum use language which is inclusive of gender diversity, sex and sexual diversity, for example instead of 'male and female', 'boys and girls', 'ladies and gentlemen', 'mum or dad', try 'person', 'student', 'family'. Refer to the [Inclusive Language Guidelines](#)
- engage practices that challenge gender stereotypes and binary language and associated expectations, values, and attitudes; instead embrace and celebrate diversity
- support learning which is based on evidence and facts.

Examples of ways your school can be inclusive in their teaching and learning environment:

- Southern Support School library uses visual cues to identify books, for example, First Nations books have an indigenous flag and LGBTIQ+ inclusive books have a pride flag.

#### 4.3.1 Health and Physical Education (HPE)

In Health and Physical Education (HPE) teaching and learning is to be inclusive so that all children and young people see themselves in the curriculum and can participate in all learning activities. The Australian Curriculum focuses on development of physical movement knowledge, skills and understanding, promotion of participation in physical activity, and personal, social and community health.

HPE curriculum lessons are to be inclusive by:

- including specific content on LGBTIQ+ bodies, health and growing up
- offering equal opportunities for mixed team (all gender identities) compositions in PE activities and games, mirroring real-world diversity

Possible LGBTIQ+ learning opportunities are outlined specifically within the Health and Physical Education (HPE) [Curriculum Maps](#).

In both Primary and High Schools:

- non-gendered activities enable all students to participate in PE, including non-binary students who do not identify as either female or male
- if a physical activity requires gender consideration:
  - students with innate variations of sex characteristics (intersex) must be allowed to participate in line with their legal sex or self-identified gender. Intersex students may need additional considerations or reasonable adjustments for participation (see Section 4.11)



- trans and gender diverse students must be supported to participate in the way that best aligns with their affirmed gender identity by having advance discussions about considerations such as uniform, protective sporting equipment and access to facilities (for example, changerooms)
- discussions with an intersex, trans or gender diverse student regarding their needs must be student-led and in line with the [Tasmanian Child and Youth Safe Standards](#).

Relevant legislation and information:

- [Anti-Discrimination Act 1998 \(Tas\)](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Darlington Statement 2017: Joint consensus statement from the intersex community](#).

## 4.4 Sports

Australian Curriculum Health and Physical Education (HPE) is included in '4.3 Teaching & Learning' above. This section relates to competitive sporting or physical activities coordinated by the school (such as inter- and intra-school sports carnivals) or where a student is participating as a representative of the school (in extra-curricular school sports competitions).

The *Sex Discrimination Act 1984* states that for competitive sporting activities it is unlawful to discriminate on the grounds of sex or gender identity for children under the age of 12 years. Gendered considerations for competitive sport where strength, stamina or physique of competitors is relevant may apply to people over 12 years of age.

Schools must create environments that encourage all students to participate in sport and physical activity.

To ensure all students can participate:

- schools must consider opportunities for non-gendered, age- or skill-based events that can be staged to maximise inclusion, ensuring safety and fairness while maintaining the integrity of the sport. For example:
  - offer options which are non-contact, more social forms of the sport, such as AFL 9s
  - include a 'mixed' or 'all in' category
  - races and events are run based on qualifying times, not 'boys or girls'
- if the physical activity requires gender consideration, students must be supported to participate in the way that best aligns with their affirmed gender identity<sup>3</sup>, including offering advance discussions with the student about considerations such as teams, uniform, protective sporting equipment and access to facilities (for example, changerooms).

If a school-based sporting pathway leads directly to an external competitive environment that may be impacted by a competitive sporting activity exemption<sup>4</sup>, the school must seek to support a trans or gender diverse student to participate through student-led discussions with the sporting organisation hosting the event.

In line with the Darlington Statement 2017, intersex students can play or compete as per their chosen gender without restrictions or discriminatory medical investigations.

<sup>3</sup> In line with anti-discrimination legislation, transgender and gender diverse students are to be allowed to participate in events that align with their chosen or affirmed gender.

<sup>4</sup> \*Organised inter-school sport competition and representative sport for children and young people aged 12 years and over may follow sex segregated or other gendered rules established outside the school (as allowed under the *Sex Discrimination Act 1984* and reflected in the regulations and policies of the sporting organisation).

The aim is for all students to participate.

Additional Resources:

- [Sexuality and Gender Perspectives on Sports Ethics | Clearinghouse for Sport](#)
- [Sport Australia inclusive sport](#)
- [Working It Out](#) for inclusion advice and support in both the educational and sporting domains
- [Anti-Discrimination Act 1998 \(Tas\)](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Darlington Statement 2017: Joint consensus statement from the intersex community.](#)

## 4.5 Professional Learning

It is important that school staff are supported in knowing how to best role model behaviour, such as intervening to challenge discriminatory behaviour. It is essential that staff understand their role in creating safe and inclusive spaces. Professional learning<sup>5</sup> for LGBTIQ+ inclusion provides staff with the skills and confidence they need to provide an inclusive school environment.

Principals and staff leadership are to create a school environment valuing professional learning around LGBTIQ+ inclusion, including:

- undertaking training themselves
- elevating inclusion training within annual PDP discussions
- providing staff with Professional Learning on LGBTIQ+ inclusion in schools
- ensuring staff have been provided with the opportunity for professional learning on identifying, responding to and preventing discriminatory behaviour<sup>6</sup>.

Further information:

- [Professional Learning Institute](#)
- [Working It Out \(WIO\)](#) are funded by DECYP to provide state-wide professional learning for all DECYP schools.

## 4.6 Pride Groups

Pride Groups provide a confidential, non-judgemental, and safe environment where LGBTIQ+ and ally<sup>7</sup> students can meet, learn, and feel supported. Pride Groups have a positive impact on the wellbeing of LGBTIQ+ students, and, with staff encouragement and involvement, lead to a much more inclusive whole-school environment.

LGBTIQ+ Pride Group formation and direction needs to be a student-led activity, with an employee of DECYP (i.e., professional support staff, school nurses, or ally teachers) involved for support and guidance in the role of adult advisor.

Principals and school leaders must support students and/or staff in establishing a student Pride Group in school through:

- ensuring the student Pride Group has an adult advisor and a safe and appropriate venue for meetings and activities during lunchtime or after school

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<sup>5</sup> When engaging a professional learning provider schools must comply with the [Procurement Guideline: Buy Local Policy](#).

<sup>6</sup> Discriminatory behaviour includes homophobic, transphobic or intersexism.

<sup>7</sup> An ally is someone who stands up for, supports and encourages people who identify as LGBTIQ+.

- addressing any concerns raised by the school community regarding a Pride Group. This can be done by:
  - detailing the DECYP commitment to inclusion (as per section 4.1)
  - referring to the School Commitment, if the school has one (as per section 4.1).

Further information:

- [Working It Out \(WIO\)](#) is funded by DECYP to support Tasmanian government schools to provide inclusive environments for LGBTIQA+ students, including student Pride Groups.

## 4.7 Working with External Support Providers

Schools may engage the services of a relevant, appropriate and accessible external organisation for the purposes of providing sexuality, sex, and gender diversity support to students and for building staff capability.

If school staff decide to engage an external provider to provide one-on-one support to a child or young person at DECYP school sites, during school time, they must refer to the [Working with External Support Providers in Schools Procedure](#) which includes information on:

- the duty of care to the safety, wellbeing and privacy of all students
- parent/carer/guardian consent requirements
- professional support staff (PSS) support to students who do not have the consent of a parent.

The best interests of the child or young person are paramount and must always be the first consideration. School staff are to ask the student whether they have any objections to seeking parental consent, noting only one parent/carer/guardian ('parent') is required to provide consent, and it does not need to be the enrolling parent.

This can be a complex space, particularly if one or more parent(s) is not supportive, and due consideration must be given to the young person's safety and agency. If consent is not provided by a parent (and the young person is under 18 years old) and the school deems there is risk of harm to the student in not receiving support, a PSS member or School Nurse must provide support through the standard processes.

Working It Out are funded by DECYP to support schools and LGBTIQA+ children and young people at school, and can provide specialist advice to professional support staff, school health nurses, principals and school staff in how to best support the student where consent has not been provided.

When working with external providers to build staff capability more broadly, refer to the Professional Learning section of this Procedure.

Further information:

- Student Support Leaders are available to help school staff with any questions.

## 4.8 School camps, events, excursions and extra-curricular activities

Schools must create environments that encourage all students to participate in school camps, events, excursions and extra-curricular activities.

In line with anti-discrimination legislation:

- transgender students are supported and encouraged to participate in activities that align with their affirmed gender. Non-gendered activities enable all students to participate, including non-binary students who do not identify as either gender.

- a sex and/or gender diverse or intersex student may use sleeping quarters that match their gender identity or variation needs if they choose to do so. Staff should discuss the sleeping arrangement options with the student and their parent/guardian before the camp or overnight stay.
  - based on the discussion, and if they wish to do so, placing the sex and/or gender diverse or intersex student with friends may be the best way to support the student's inclusion.

Staff may include a plan for the comfort and safety wishes of the sex and/or gender diverse or intersex student as part of a risk assessment for an off-campus activity ([Off-Campus Activities Planning Procedures](#)).

If a student indicates discomfort or safety concerns with sharing gendered or all gender facilities, they may respectfully raise this with a teacher or school principal. The school may consider what accommodations can be implemented and can seek support from the Student Support team.

## 4.9 Toilet facilities

DECYP is committed to the safety and wellbeing of all children and young people in the use of toilet facilities. All children and young people should have access to toilet and changeroom facilities that respect their privacy, safety, comfort and inclusion.

In line with the *Anti-Discrimination Act 1998* (Tas) and the *Sex Discrimination Act 1984* (Cth) students can use toilet facilities that meet their needs. This could be based on the student's gender identity.

Schools are to provide at least one all-gender toilet facility, where possible, or when undertaking a redevelopment or new toilet provision. Toilet and changeroom facility location, number, proximity and design focus should take into consideration choices for safe use by different age groups, abilities, and genders including gender neutral options.

Each all-gender facility must provide sanitary waste disposal units. Providing at least one sanitary waste disposal unit in gendered toilets as well as all gender facilities supports inclusion.

If a student indicates discomfort or safety concerns with sharing gendered or all gender facilities, they may respectfully raise this with a teacher or school principal. The school may consider what accommodations can be implemented and can seek support from the Student Support team.

## 4.10 Supporting Gender Affirmation at school

'Gender affirmation' is an umbrella term for the range of actions and possibilities involved in living as one's authentic gendered or non-gendered self.

'Human Rights affirming care' is a term used for a range of medical and non-medical interventions for intersex students to support their gender.

The gender affirmation or transition process is different for everyone, but it may involve changing names, title, appearance, clothing, use of pronouns, activities, and/or other aspects to align with a student's authentic gender. Gender affirmation can take a staged approach and must be student-led. Each student's journey will be different.

Schools must support students who want to socially affirm, transition their gender identity, or undergo interventions to support their gender at school.

At times this can be a complex space, particularly if one or more parent(s) is not supportive. Due consideration must be given to the young person's safety and agency. When in doubt seek specialist advice from Working It Out (WIO).

Gender affirmation at school:

- If a student requests to transition or affirm their gender identity within the school setting, a school leader in collaboration with a professional support staff member may initiate a meeting with the student and their family (if safe to do so) to identify their wellbeing needs, concerns and education support processes.
- Students may benefit from being supported by an appropriately trained professional support staff (for example, school social workers and school psychologists) at this time.
- Not every student's family will be supportive of them affirming a gender which is different to their assigned gender at birth. Schools can seek advice from the Student Support Team and/or WIO if a student wishes to affirm their gender at school without parental support.
- Staff are encouraged to attend appropriate training to develop an in-depth understanding of issues around gender negotiation, human rights affirming care and affirmation of gender.

Further information:

- [Student Support Team](#)
- [Working It Out \(WIO\)](#) can assist school wellbeing staff to develop individual plans and/or gain the skills to develop plans, through dedicated training, resources, and additional support. Contact your school's leadership if you are unsure about the first steps.

## 4.11 Innate Variations of Sexual Characteristics (Intersex)

People with innate variations of sexual characteristics are born with physical, biological or chromosomal sex characteristics that do not fit the stereotypical expectations for male or female bodies. These variations include naturally occurring chromosomal, hormonal and/or anatomical traits. Body diversity is normal.

Some intersex variations are detectable at birth or during infancy, while some become apparent around puberty, particularly those that involve differences in reproductive functions. Other intersex variations may go undetected during a person's lifetime.

Intersex is not about sexual orientation, gender identity or being gender diverse. People with intersex variations have the same range of sexual orientations and gender identities as non-intersex people. It is important not to assume that people with intersex variations identify their sex and gender in ways that are non-binary – some may do so, but many people with intersex variations identify as male or female.

People with intersex variations have diverse health and wellbeing needs. Although most people with intersex variations are physically healthy, some intersex variations can lead to health issues such as bone density, weight, heart and joint problems, kidney and liver dysfunction, autoimmune conditions, and hearing problems. Clinical factors specific to certain intersex variations might include behavioural, learning difficulties, higher rates of attention deficit hyperactivity disorder (ADHD), and reduced mental health and wellbeing (often as a result of medical interventions and social expectations to conform to binary sex and gender norms) (Victorian Department of Health and Human Services, 2018)<sup>8</sup>.

Students with innate variations of sex characteristics may require support and reasonable adjustments (as per the *Disability Standards for Education 2005*) including learning plans. This includes students who have acquired social disability due to medical interventions.

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<sup>8</sup> Victorian Department of Health and Human Services (2018) *Health and wellbeing of people with intersex variations: information and resource paper*. Initially prepared by T. Jones and W. Leonard; revised and edited J. Rostant on behalf of Department of Health and Human Services 2016–2018 Intersex Expert Advisory Group.

If a student or family notifies the school of a student's innate variation of sexual characteristics (intersex) and requires additional supports or considerations, it can be recorded in SSS and EduPoint. Students will be provided with individualised support and adjustments on a case-by-case basis based on identified need. Discussions with an intersex student regarding their needs must be student-led and in line with the [Tasmanian Child and Youth Safe Standards](#).

Further information:

- [Working It Out \(WIO\)](#)
- [Learning Services - Student Support Team](#)
- [Darlington Statement 2017: Joint consensus statement from the intersex community](#)

## 5 Related policies

- [Respectful School Volunteer and Visitor Behaviour Policy](#) (school-based policy template)
- [School Student Dress Code and Uniform Policy](#)
- [Student Behaviour Management Policy](#)
- [Supporting Sexuality, Sex and Gender Diversity in Schools Policy](#)

## 6 Related procedures

- [Duty of Care for Students on Departmental Educational Sites Procedure](#)
- [Respectful School Visitor and Volunteer Behaviour Procedure](#)
- [Safeguarding Risk Management Procedure for Schools](#)
- [Student Behaviour Management Procedure](#)
- [Working with External Support Providers in Schools Procedure](#)

## 7 Supporting information/tools

- [A Fairer World](#) provides education, training programs and resources for schools, workplaces and the community to create a more respectful, diverse and inclusive Tasmania.
- [ACARA](#) – Australian Curriculum, Assessment and Reporting Authority.
- [ACT Safe and Inclusive Schools Initiative](#) – provides resources, builds capacity and assists schools in the ACT to be safe, inclusive environments for all students.
- [Australian Human Rights Commission](#)
- [Child and Student Wellbeing Strategy](#) - This Strategy provides a common narrative around what we mean by wellbeing and targeted action, aligning our effort to deliver improved wellbeing for children and young people.
- [Combating Bullying Initiative](#) - The initiative will ensure schools can address the full range of causes and consequences of bullying at school with a particular focus on cyber bullying, including e-smart accreditation.
- Curriculum ideas are available on the Department for Education, Children and Young People [Teaching and Learning Centre](#) website.



- Department for Education, Children and Young People Strategic Plan 2024-2030 – values connection, courage, growth, respect and responsibility, founded on strong partnerships with children, young people, families and community. Bright Lives. Positive Futures.
- Disability Standards for Education 2005 – clarify the obligations of education and training providers under the *Disability Discrimination Act 1992*, which requires all Australian schools to make or provide ‘reasonable adjustments’ for students where necessary to enable their access and participation.
- Equal Opportunity Tasmania (which incorporates the Office of the Tasmanian Anti-Discrimination Commissioner) can provide professional learning opportunities.
- Frequently Asked Questions: Gender Declaration upon enrolment
- GLSEN - The Safe Space Kit: Guide to Being an Ally to LGBT Students - The Safe Space Kit is designed to help educators create a safe space for LGBT students.
- Human Rights Campaign Foundation Welcoming Schools program provides resources, including ‘A Checklist for a Welcoming School Environment’, and ‘Be Prepared: Responding to Kids Questions on LGBTQ Topics’
- Inclusive Language Guidelines - Department for Education, Children and Young People
- PFLAG stands for Parents and Friends of Lesbians and Gays – provides help, support and information to families, friends of gay people
- QRG – EDUPOINT Relationship & Gender Information
- QRG – Student Change of Gender Form
- Rainbow Families School Support Guide.
- Respectful Relationships Education Package - An online resource package, incorporating teaching and learning sequences, strategies, processes and skills to guide schools and communities in the explicit teaching of respectful relationships education.
- Respectful Schools Respectful Behaviour - This resource supports learning communities from the early years to Year 12 to build respectful, safe and supportive learning environments.
- Safe. Secure. Supported. Our Safeguarding Framework – the department’s overarching approach to safeguarding children and young people from abuse, in line with the Tasmanian Child and Youth Safe Standards.
- Working it Out (WIO) – Tasmania’s gender, sexuality and intersex status support, education and advocacy service, funded by the Department for Education, Children and Young People to create safe and inclusive environments for LGBTIQ+ students, staff and families. WIO provide support for all Tasmanian DECYP Early Learning Centres and Schools. WIO has LGBTIQ+ School Inclusion Officers available in both the north and south of the state. In addition to offering general advice and support they can provide:
  - Professional learning for school staff
  - Specialist professional learning for Professional Support Staff
  - Professional learning for establishing and sustaining Pride Groups
  - Specialist professional learning for Health and Physical Education staff
  - Individual support and support plans for students and their families
  - Guided support to manage complex situations
- Yogyakarta Principles - set of principles on the application of international human rights law in relation to sexual orientation and gender identity. The Principles affirm binding international legal standards with which all States must comply.

## 8 Definitions

For a list of definitions, refer to the *Supporting Sexuality, Sex and Gender Diversity in Schools Policy*. Note, the recent addition by the Tasmanian Government of the 'A' in LGBTIQ+ stands for asexual. Asexuality is a sexual orientation and a term used to describe someone who does not experience sexual attraction toward individuals of any gender.

## 9 Legislation

- [Anti-Discrimination Act 1998](#) (Tas)
- [Births, Deaths and Marriages Registration Act 1999](#) (Tas)
- [Justice and Related Legislation \(Marriage and Gender Amendments\) Act 2019](#) (Tas)
- [Personal Information Protection Act 2004](#) (Tas)
- [Relationships Act 2003](#) (Tas)
- [Sex Discrimination Act 1984](#) (Cth)
- [State Service Act 2000](#) (Tas)
- [Work Health and Safety Act 2012](#) (Tas)

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